

ختم نبوت ﷺ زندہ باد

عظمت صحابہ زندہ باد

السلام علیکم ورحمۃ اللہ وبرکاتہ:

معزز ممبران: آپ کا وٹس ایپ گروپ ایڈمن "اردو بکس" آپ سے مخاطب ہے۔

آپ تمام ممبران سے گزارش ہے کہ:

- ❖ گروپ میں صرف PDF کتب پوسٹ کی جاتی ہیں لہذا کتب کے متعلق اپنے کمٹس / ریویوز ضرور دیں۔ گروپ میں بغیر ایڈمن کی اجازت کے کسی بھی قسم کی (اسلامی و غیر اسلامی، اخلاقی، تحریری) پوسٹ کرنا سختی سے منع ہے۔
- ❖ گروپ میں معزز، پڑھے لکھے، سلجھے ہوئے ممبرز موجود ہیں اخلاقیات کی پابندی کریں اور گروپ رولز کو فالو کریں بصورت دیگر معزز ممبرز کی بہتری کی خاطر ریموو کر دیا جائے گا۔
- ❖ کوئی بھی ممبر کسی بھی ممبر کو انباکس میں میسج، مس کال، کال نہیں کرے گا۔ رپورٹ پر فوری ریموو کر کے کارروائی عمل میں لائے جائے گی۔
- ❖ ہمارے کسی بھی گروپ میں سیاسی و فرقہ واریت کی بحث کی قطعاً کوئی گنجائش نہیں ہے۔
- ❖ اگر کسی کو بھی گروپ کے متعلق کسی قسم کی شکایت یا تجویز کی صورت میں ایڈمن سے رابطہ کیجئے۔
- ❖ سب سے اہم بات:

گروپ میں کسی بھی قادیانی، مرزائی، احمدی، گستاخِ رسول، گستاخِ امہات المؤمنین، گستاخِ صحابہ و خلفائے راشدین حضرت ابو بکر

صدیق، حضرت عمر فاروق، حضرت عثمان غنی، حضرت علی المرتضیٰ، حضرت حسنین کریمین رضوان اللہ تعالیٰ اجمعین، گستاخِ اہلبیت یا

ایسے غیر مسلم جو اسلام اور پاکستان کے خلاف پراپیگنڈا میں مصروف ہیں یا ان کے روحانی و ذہنی سپورٹرز کے لئے کوئی گنجائش نہیں

ہے لہذا ایسے اشخاص بالکل بھی گروپ جو ان کرنے کی زحمت نہ کریں۔ معلوم ہونے پر فوراً ریموو کر دیا جائے گا۔

❖ تمام کتب انٹرنیٹ سے تلاش / ڈاؤنلوڈ کر کے فری آف کاسٹ وٹس ایپ گروپ میں شیئر کی جاتی ہیں۔ جو کتاب نہیں ملتی اس کے لئے معذرت کر

لی جاتی ہے۔ جس میں محنت بھی صرف ہوتی ہے لیکن ہمیں آپ سے صرف دعاؤں کی درخواست ہے۔

❖ عمران سیریز کے شوقین کیلئے علیحدہ سے عمران سیریز گروپ موجود ہے۔

❖ لیڈیز کے لئے الگ گروپ کی سہولت موجود ہے جس کے لئے ویریفیکیشن ضروری ہے۔

❖ اردو کتب / عمران سیریز یا سٹیڈی گروپ میں ایڈ ہونے کے لئے ایڈمن سے وٹس ایپ پر بذریعہ میسج رابطہ کریں اور جواب کا انتظار فرمائیں۔ برائے

مہربانی اخلاقیات کا خیال رکھتے ہوئے موبائل پر کال یا ایم ایس کرنے کی کوشش ہرگز نہ کریں۔ ورنہ گروپس سے توریوو کیا ہی جائے گا بلاک بھی کیا

جائے گا۔

نوٹ: ہمارے کسی گروپ کی کوئی فیس نہیں ہے۔ سب فی سبیل اللہ ہے

0333-8033313

0343-7008883

0306-7163117

راؤ ایاز

پاکستان زندہ باد

محمد سلمان سلیم

پاکستان پائمنڈہ باد

پاکستان زندہ باد

اللہ تبارک تعالیٰ ہم سب کا حامی و ناصر ہو

فہرست ادباء و شعراء برائے اردو لازمی برائے جماعت نہم

- 1- حصہ نثر
 - i. سر سید احمد خان
 - ii. حالی
 - iii. شبلی
 - iv. محمد حسین آزاد
- 2- افسانوی ادب
 - i. نذیر احمد (ناول سے اقتباس)
 - (اقتباس سے پہلے ناول کی تلخیص بھی کتاب میں شامل کی جائے تاکہ طلبہ سبق کے سیاق و سباق سے واقف ہو سکیں)
 - ii. پریم چند (افسانہ)
- 3- ڈرامہ/مکالمہ
 - i. امتیاز علی تاج
 - ii. مرزا ادیب
- 4- طنز و مزاح
 - i. فرحت اللہ بیگ
 - ii. شفیق الرحمن
 - iii. کرنل محمد خان
- 5- شعرا

حصہ نظم:

 - i. حالی (حمد)
 - ii. امیر مینائی (نعت)
 - iii. نظیر اکبر آبادی (مناظر فطرت)
 - iv. علامہ اقبال (اتحاد اسلام)

حصہ غزل:

 - i. میر تقی میر
 - ii. حیدر علی آتش
 - iii. مرزا غالب
 - iv. بہادر شاہ ظفر

ہدایات برائے جماعت نہم
حصہ اول معروضی کل نمبر 15

سوال نمبر 1: زبان شناسی، تنقید اور استحسان وغیرہ کے حاصلاتِ تعلیم جو قومی نصاب 2006ء برائے جماعت نہم میں شامل ہیں، کے مطابق 15 کثیر الانتخابی سوالات دیے جائیں گے۔

حصہ دوم کل نمبر 34

$$8 \times 2 = 16$$

جزو الف حصہ نثر

سوال نمبر 2:

نثری عبارت یا اقتباس کی طوالت 100 سے 150 الفاظ کو محیط ہوگی جو کہ جماعت نہم کی ذہنی سطح کے مطابق ہونی چاہیے۔ اس عبارت سے جماعت نہم کے حاصلاتِ تعلیم کی روشنی میں 9 سوالات بنائے جائیں گے۔ یہ عبارت قومی نصاب 2006ء برائے جماعت نہم میں شامل مصنفین کی تحریروں سے دی جائے گی تاہم یہ بات لازماً ملحوظ خاطر رکھی جائے کہ اس میں کوئی بات، جملہ یا لفظ ایسا نہ ہو جس سے کسی قسم کی اخلاقی، معاشرتی، مسلکی یا مذہبی منافرت پھیلنے یا کسی قسم کی دل آزاری ہونے کا اندیشہ ہو۔

$$5 \times 2 = 10$$

جزو ب حصہ شعر

اس حصہ میں دیے گئے غزلیہ اشعار یا نظمیں بند قومی نصاب 2006ء برائے جماعت نہم میں شامل شعرا کی نظمیں یا غزلیہ شاعری سے لیا جائے گا۔ تاکہ حاصلاتِ تعلیم کی روشنی میں 6 سوالات بنائے جاسکیں۔ غزلیہ اشعار یا نظم پارے کے انتخاب میں یہ بات لازماً ملحوظ خاطر رکھی جائے کہ اس میں کوئی بات یا لفظ ایسا نہ ہو جس سے کسی قسم کی اخلاقی، معاشرتی، مسلکی یا مذہبی منافرت پھیلنے یا کسی قسم کی دل آزاری ہونے کا اندیشہ ہو۔

$$4 \times 2 = 08$$

جزو ج حصہ قواعد

اس حصے میں قومی نصاب 2006ء برائے جماعت نہم میں شامل زبان شناسی، استحسان اور تنقید کی مہارت اور ذیلی مہارتوں کے حاصلاتِ تعلیم کا احاطہ کرنے والے کوئی سے بھی 5 سوالات دیے جائیں گے۔

حصہ سوم کل نمبر 26

سوال نمبر 3: اس سوال میں مناسب طوالت کی ایسی دو عبارات یا اقتباسات دیے جائیں گے جن میں کم از کم پانچ چھ وضاحت طلب نکات ہوں۔ جماعت نہم کی ذہنی سطح کی یہ عبارات یا اقتباسات قومی نصاب 2006ء برائے جماعت نہم میں شامل مصنفین کی تحریروں سے ہوں گے جن کے لیے یہ بات لازماً ملحوظ خاطر رکھی جائے کہ اس میں کوئی بات، جملہ یا لفظ ایسا نہ ہو جس سے کسی قسم کی اخلاقی، معاشرتی، مسلکی یا مذہبی منافرت پھیلنے یا کسی قسم کی دل آزاری ہونے کا اندیشہ ہو۔

05 نمبر

سوال نمبر 4: اس سوال میں قومی نصاب 2006ء برائے جماعت نہم میں شامل شعرا کی نظمیں شاعری سے جماعت نہم کی ذہنی سطح کے زیادہ سے زیادہ تین تین اشعار پر مشتمل دو نظم پارے دیے جائیں گے۔ ان نظم پاروں میں یہ بات لازماً ملحوظ خاطر رکھی جائے کہ اس میں کوئی بات، یا لفظ ایسا نہ ہو جس سے کسی قسم کی اخلاقی، معاشرتی، مسلکی یا مذہبی منافرت پھیلنے یا کسی قسم کی دل آزاری ہونے کا اندیشہ ہو۔

05 نمبر

سوال نمبر 5: اس سوال میں قومی نصاب 2006ء برائے جماعت نہم میں شامل شعرا کی غزلیہ شاعری سے جماعت نہم کی ذہنی سطح کے دو دو اشعار پر مشتمل دو اجزا دیے جائیں گے۔ ان نظم پاروں میں یہ بات لازماً ملحوظ خاطر رکھی جائے کہ اس میں کوئی بات، یا لفظ ایسا نہ ہو جس سے کسی قسم کی اخلاقی، معاشرتی، مسلکی یا مذہبی منافرت پھیلنے یا کسی قسم کی دل آزاری ہونے کا اندیشہ ہو۔

05 نمبر

سوال نمبر 6: اس سوال میں روزمرہ زندگی کے حوالے سے روداد یا آپ بیتی تحریر کرنی ہوگی۔ کہانی اور یادداشت (لکھنا) وغیرہ بھی اس سوال کا حصہ بن سکتے ہیں۔

06 نمبر

سوال نمبر 7: اس سوال میں مکالمہ یا صحت و صفائی کے اصولوں کی پاس داری کے لیے اخبار یا کسی ذمہ دار کو تحریر لکھنا بھی امتحان میں دی جاسکتی ہے۔ 05 نمبر

نوٹ: پرچے میں سوالات کے Cognitive domain کی شرح تقریباً یوں ہوگی۔ سمجھنا 50%، یاد میں لانا 30% اور لاگو کرنا 20%۔ ماڈل پرچے میں پوچھے گئے سوالات سے ہم آہنگ دیگر SLOs اور مہارتوں سے بھی سوالات پوچھے جاسکتے ہیں۔

Version No.			

ROLL NUMBER						



- ○ ○ ○
 ① ① ① ①
 ② ② ② ②
 ③ ③ ③ ③
 ④ ④ ④ ④
 ⑤ ⑤ ⑤ ⑤
 ⑥ ⑥ ⑥ ⑥
 ⑦ ⑦ ⑦ ⑦
 ⑧ ⑧ ⑧ ⑧
 ⑨ ⑨ ⑨ ⑨

- ○ ○ ○ ○ ○ ○ ○
 ① ① ① ① ① ① ① ①
 ② ② ② ② ② ② ② ②
 ③ ③ ③ ③ ③ ③ ③ ③
 ④ ④ ④ ④ ④ ④ ④ ④
 ⑤ ⑤ ⑤ ⑤ ⑤ ⑤ ⑤ ⑤
 ⑥ ⑥ ⑥ ⑥ ⑥ ⑥ ⑥ ⑥
 ⑦ ⑦ ⑦ ⑦ ⑦ ⑦ ⑦ ⑦
 ⑧ ⑧ ⑧ ⑧ ⑧ ⑧ ⑧ ⑧
 ⑨ ⑨ ⑨ ⑨ ⑨ ⑨ ⑨ ⑨

Answer Sheet No. _____

Sign. of Candidate _____

Sign. of Invigilator _____

اردو (لازمی) برائے جماعت نہم

ماڈل سوالیہ پرچہ (کریکلم 2006ء)

حصہ اول (کل نمبر: 15، وقت: 20 منٹ)

حصہ اول لازمی ہے۔ اس کے جوابات اسی صفحہ پر دے کر ناظم مرکز کے حوالے کریں۔ کاٹ کر دوبارہ لکھنے کی اجازت نہیں ہے۔ لیڈ پینسل کا استعمال ممنوع ہے۔

سوال نمبر 1: ہر جزو کے سامنے دیے گئے درست دائرہ کو پر کریں۔

(1) اردو میں ہر جملے کے کتنے حصے ہوتے ہیں؟

- (A) ایک ○ (B) دو
 ○ (C) تین ○ (D) چار

(2) ایسا جملہ جس میں مسند اور مسند الیہ، دونوں اسم ہوں، کیا کہلاتا ہے؟

- (A) جملہ اسمیہ ○ (B) جملہ فعلیہ
 ○ (C) جملہ معترضہ ○ (D) استغنیامیہ

(3) جملہ اسمیہ میں مسند الیہ کو کیا کہتے ہیں؟

- (A) فاعل ○ (B) فعل ناقص
 ○ (C) مبتدا ○ (D) خبر

(4) جملہ فعلیہ کے مسند کو کیا کہتے ہیں؟

- (A) فاعل ○ (B) فعل
 ○ (C) مفعول ○ (D) مبتدا

(5) تشبیہ کے کتنے ارکان ہوتے ہیں؟

- (A) چار ○ (B) پانچ
 ○ (C) چھ ○ (D) سات

(6) تشبیہ میں مشبہ اور مشبہ بہ کو کیا کہیں گے؟

- (A) توسین تشبیہ ○ (B) وسطین تشبیہ
 ○ (C) طرفین تشبیہ ○ (D) واوین تشبیہ

(7) قواعد کی رو سے استعارہ میں کس کا ذکر نہیں ہوتا؟

- (A) غرض تشبیہ (B) مستعار منہ
(C) وجہ جامع (D) مستعار لہ

(8) مندرجہ ذیل میں سے کس کے لغوی معنی "ادھار لینا" کے ہیں؟

- (A) کنایہ (B) مجاز مرسل
(C) استعارہ (D) تشبیہ

(9) "بچہ شیر کی طرح بہادر ہے" قواعد کی رو سے یہ جملہ کس کی مثال ہے؟

- (A) تشبیہ (B) روزمرہ
(C) محاورہ (D) کنایہ

(10) کنایہ کے لغوی معنی کیا ہیں؟

- (A) واضح بات کرنا (B) چھپی ہوئی بات کرنا
(C) اشاروں میں بات کرنا (D) مذاق میں بات کرنا

(11) ہم آواز الفاظ کو کیا کہتے ہیں؟

- (A) ردیف (B) محاورہ
(C) روزمرہ (D) قافیہ

(12) کس پیرائے بیان کے جملے میں ابہام اور حسن کے ساتھ ساتھ خیال اور جذبہ بھی ہوتا ہے؟

- (A) ادبی (B) صحافتی
(C) قانونی (D) دفتری

(13) تشکیل ناک پر نہیں بیٹھنے دیتا۔ جملے کو روزمرہ محاورہ کے اعتبار سے درست لفظ چن کر مکمل کریں۔

- (A) مچھر (B) مکھی
(C) جراثیم (D) مٹی

(14) کُل کہ کر جزو یا جزو کہ کر کُل مراد لینا، قواعد میں کیا کہیں گے؟

- (A) کنایہ (B) مجاز مرسل
(C) تشبیہ (D) استعارہ

(15) غیر مردف غزل ایسی غزل کو کہتے ہیں جس میں:

- (A) قافیہ نہ ہو (B) ردیف نہ ہو
(C) مطلع نہ ہو (D) مقطع نہ ہو

فیڈرل بورڈ امتحان برائے جماعت نہم
اردو (لازمی) ماڈل سوالیہ پرچہ (کریکلم 2006)



کل نمبر: 60

وقت: 2:40 گھنٹے

نوٹ: حصہ دوم اور سوم میں دیے گئے سوالات کے جوابات علیحدہ سے میپا کی گئی جوابی کاپی پر دیں۔ آپ کے جوابات صاف اور واضح ہونے چاہئیں۔

حصہ دوم (کل نمبر 34)

سوال نمبر 2: (الف) حصہ نثر:

درج ذیل عبارت کو غور سے پڑھیں اور نیچے دیے گئے سوالات میں سے آٹھ کے جوابات اپنے الفاظ میں لکھیں: (8 x 2 = 16)

بی۔ اے پاس کرنے کے بعد چند پرکاش کو ایک ٹیوشن کرنے کے سوکچھ نہ سوچا۔ اُس کی ماں پہلے ہی مر چکی تھی۔ اسی سال والد بھی چل بسے اور پرکاش زندگی کے جو شیریں خواب دیکھا کرتا تھا وہ مٹی میں مل گئے۔ والد اعلیٰ عہدے پر تھے ان کی وجہ سے چند پرکاش کو کوئی اچھی جگہ ملنے کی پوری امید تھی مگر وہ سب منصوبے دھرے ہی رہ گئے اور اب گزر اوقات کے لیے صرف تیس روپے ماہوار کی ٹیوشن ہی رہ گئی۔ والد نے کوئی جائیداد نہ چھوڑی، اُلٹا ہو کا بوجھ اور سر پر لا دیا اور عورت بھی ملی تو تعلیم یافتہ، شوقین، زبان طرار۔ جسے موٹا کھانے اور موٹا پہننے کی نسبت مر جانا قبول تھا۔ چند پرکاش کو تیس روپے کی نوکری کرتے شرم تو آتی تھی لیکن ٹھا کر صاحب نے رہنے کے لیے مکان دے کر ان کے آنسو پونچھ دیے۔ یہ مکان ٹھا کر صاحب کے مکان سے بالکل ملا ہوا تھا۔ پختہ، ہوادار، صاف ستھرا اور ضروری سامان سے آراستہ ایسا مکان تیس روپے ماہوار سے کم میں نہ مل سکتا تھا۔ کام صرف دو گھنٹے کا تھا۔ لڑکا تو لگ بھگ انہی کی عمر کا تھا مگر بڑا کند ذہن، کام چور، ابھی نویں جماعت میں پڑھتا تھا۔

سوالات:

- اس عبارت کا مرکزی خیال لکھیں۔
- عبارت کو پڑھ کر پرکاش کے کردار کی نمایاں خوبی بتائیے۔
- چند پرکاش کو تیس روپے ماہوار نوکری کرتے شرم کیوں آتی تھی؟
- پرکاش کو اچھی جگہ ملنے کی امید کیوں تھی؟
- پرکاش کی زندگی کے شیریں خواب مٹی میں کیوں مل گئے تھے؟
- ٹھا کر صاحب نے جو مکان پرکاش کو دیا اس کی خصوصیات کیا تھیں؟
- پرکاش کی بیوی کی کون سی خوبیاں بتائی گئی ہیں؟
- پرکاش جس لڑکے کو پڑھانے جاتا تھا وہ کس قسم کا تھا؟
- عبارت کی روشنی میں بتائیے کہ مشکل وقت کا مقابلہ انسان کو کس طرح کرنا چاہیے؟

(ب) حصہ شعر:

درج ذیل اشعار کو غور سے پڑھیں اور دیے گئے سوالات میں سے پانچ کے جوابات لکھیں: (5 x 2 = 10)

- ملت کے ساتھ رابطہ استوار رکھ
- بلبل کو باغباں سے نہ صیاد سے گلہ
- ہے عارفوں کو حیرت اور منکروں کو سکتہ
- کعبے کس منہ سے جاؤ گے غالب
- فلسفہ و شعر کی، اور حقیقت ہے کیا
- پوستہ رہ شجر سے امید بہار رکھ
- قسمت میں قید لکھی تھی فصل بہار میں
- ہر دل پہ چھا رہا ہے، رعبِ جلال تیرا
- شرم تم کو مگر نہیں آتی
- حرفِ تمنا، جسے کہ نہ سکیں روبرو

سوالات:

- ملت کے ساتھ رابطہ استوار رکھنا کیوں ضروری ہے؟

- ii. عارفوں کی حیرت اور منکروں پر سکتہ طاری ہونے کی وجوہات بیان کریں۔
 iii. شاعر نے فلسفہ و شعر کی کیا حقیقت بیان کی ہے؟
 iv. مرزا غالب کو کعبہ جاتے ہوئے شرم کیوں آ رہی ہے؟
 v. شاعر کے مطابق بلبل کو باغباں اور صیاد سے گلہ کیوں نہیں ہے؟
 vi. شجر کے ساتھ پیوستہ رہنے کا کیا فائدہ ہوتا ہے؟

(ج) حصہ قواعد:

$$(4 \times 2 = 8)$$

مندرجہ ذیل میں سے چار کے جوابات تحریر کریں:

- i. استعارہ اور تشبیہ میں فرق بتائیں۔
 ii. نعت کس طرح حمد سے مختلف ہوتی ہے؟
 iii. مطلع کی تعریف لکھیں اور ایک مثال دیں۔
 iv. مرکب تام اور مرکب ناقص میں فرق بتائیے۔
 v. غزل کس اعتبار سے نظم سے مختلف ہوتی ہے؟

حصہ سوئم (کل نمبر 26)

سوال نمبر 3: مندرجہ ذیل میں سے کسی ایک عبارت کی تشریح کریں:

الف۔ جس طرح ہر تصویر کے دورخ ہوتے ہیں: مثبت اور منفی۔ اسی طرح سوشل میڈیا کا دوسرا رخ بھی نہایت تاریک اور بھیانک ہے۔ سوشل میڈیا نے جہاں باہمی انسانی رابطوں کو سہل اور وسیع بنایا ہے وہیں محبت، اخلاص، رواداری، رکھ رکھاؤ پر منفی اثرات مرتب کرنے کا باعث بھی بنایا ہے۔ شومی قسمت کہ ہم نے معلومات اور پیغامات کے اس سیلاب میں خود کو الجھانے ہی میں اپنی بقا تصور کر لی ہے۔ ہماری علمی، تعلیمی، دینی، مذہبی، اخلاقی اقدار و روایات کا جنازہ نکلتا چلا جا رہا ہے۔

ب۔ نبوت کا تیرہواں سال شروع ہوا اور اکثر صحابہؓ مدینہ پہنچ چکے تو وحی الہی کے مطابق: آنحضرت صلی اللہ علیہ وآلہ وسلم نے بھی مدینہ کا عزم فرمایا۔ قریش نے دیکھا کہ اب مسلمان مدینہ میں جا کر طاقت پکڑتے جاتے ہیں اور وہاں اسلام پھیلتا جاتا ہے۔ چنانچہ لوگوں نے مختلف رائیں پیش کیں۔

سوال نمبر 4: مندرجہ ذیل میں سے کسی ایک نظمیں جزو کی آسان لفظوں میں تشریح کریں:

الف۔ مجھے در بدر یہ پھرائے گا، نہ کبھی یہ راہ پر آئے گا
 ب۔ ڈالی گئی جو فصل خزاں میں شجر سے ٹوٹ
 مجھے پس ڈالے گا آسمان، نہ کہوں جو تم سے تو کیا کروں
 ممکن نہیں ہری ہو سحاب بہار سے
 نہ زمیں سے نہ فلک سے، نہ بشر سے نہ ملک سے
 ہے لازوال عہد خزاں اُس کے واسطے
 نہیں سنتا کوئی مری فغاں، نہ کہوں جو تم سے تو کیا کروں
 کچھ واسطہ نہیں ہے اُسے برگ و بہار سے

سوال نمبر 5: درج ذیل کسی ایک غزل پر جزو کی تشریح کریں:

الف۔ ہستی اپنی حباب کی سی ہے
 ب۔ موت کا ایک دن معین ہے
 یہ نمائش سراب کی سی ہے
 نیند کیوں رات بھر نہیں آتی
 چشم دل کھول اُس بھی عالم پر
 ہے کچھ ایسی ہی بات جو چپ ہوں
 یاں کی اوقات خواب کی سی ہے
 ورنہ کیا بات کر نہیں آتی

سوال نمبر 6: ایک تفریحی سفر کی روداد تحریر کریں۔

سوال نمبر 7: گاہک اور دکاندار کے درمیان مہنگائی کے موضوع پر مکالمہ لکھیں۔ (رسمی کلمات کے علاوہ دیے گئے موضوع پر کم از کم پانچ مکالمے لکھیں)۔

اردو (لازمی) برائے جماعت نہم
سوالات کا حاصلاتِ تعلیم کے ساتھ تعلق
(کریکلم 2006ء)
حصہ اول (15 نمبر)

سوال نمبر 1:

جزو نمبر	مہارت	ذیلی مہارت	حاصلاتِ تعلیم
(1)	زبان شناسی	جملہ کی ساخت	1۔ جملہ کے اجزائے ترکیبی کی تعریف کر سکے۔
(2)	زبان شناسی	جملہ کی ساخت	2۔ جملہ اسمیہ اور جملہ فعلیہ میں امتیاز کر سکے۔
(3)	زبان شناسی	جملہ کی ساخت	1۔ جملہ کے اجزائے ترکیبی کی تعریف کر سکے۔
(4)	زبان شناسی	جملہ کی ساخت	1۔ جملہ کے اجزائے ترکیبی کی تعریف کر سکے۔
(5)	زبان شناسی	علم بیان۔ صنائع بدائع	4۔ علم بیان کی بنیادی اصطلاحوں تشبیہ، استعارہ، کنایہ، مجاز مرسل سے آگاہ ہو سکے۔
(6)	زبان شناسی	علم بیان۔ صنائع بدائع	4۔ علم بیان کی بنیادی اصطلاحوں تشبیہ، استعارہ، کنایہ، مجاز مرسل سے آگاہ ہو سکے۔
(7)	زبان شناسی	علم بیان۔ صنائع بدائع	4۔ علم بیان کی بنیادی اصطلاحوں تشبیہ، استعارہ، کنایہ، مجاز مرسل سے آگاہ ہو سکے۔
(8)	زبان شناسی	علم بیان۔ صنائع بدائع	4۔ علم بیان کی بنیادی اصطلاحوں تشبیہ، استعارہ، کنایہ، مجاز مرسل سے آگاہ ہو سکے۔
(9)	زبان شناسی	علم بیان۔ صنائع بدائع	4۔ علم بیان کی بنیادی اصطلاحوں تشبیہ، استعارہ، کنایہ، مجاز مرسل سے آگاہ ہو سکے۔
(10)	استحسان اور تنقید	علم بیان۔ صنائع بدائع	4۔ علم بیان کی بنیادی اصطلاحوں تشبیہ، استعارہ، کنایہ، مجاز مرسل سے آگاہ ہو سکے۔
(11)	زبان شناسی	علم بیان۔ صنائع بدائع	5۔ دیگر اصطلاحاتِ شعری کی تعریف اور مثالیں جان سکے۔ مصرع، شعر، بند، مطلع، مقطع، قافیہ، ردیف وغیرہ
(12)	زبان شناسی	محضر اور طرزِ بیان اسلوب	8۔ مختلف اندازِ بیان محضر (ادبی، صحافتی، دفتری، قانونی، تکنیکی وغیرہ) میں امتیاز کر سکے
(13)	زبان شناسی	روزمرہ۔ محاورہ	7۔ غلط فقرات کی روزمرہ محاورہ کے لحاظ سے درست کر سکے
(14)	زبان شناسی	علم بیان	علم بیان کی بنیادی اصطلاحوں، تشبیہ، استعارہ، کنایہ، مجاز مرسل سے آگاہ ہو سکے۔
(15)	استحسان اور تنقید	علم بیان۔ صنائع بدائع اور شعری اصطلاحات سے آگہی حاصل کر سکے	3۔ نثر اور نظم پر مشتمل کسی تحریر کا علم بیان اور شعری اصطلاحوں کی روشنی میں جائزہ لے سکے، خلاصہ لکھ سکے اور تشریح کر سکے۔

حصہ دوم (34 نمبر)

سوال نمبر	جزو نمبر	مہارت	ذیلی مہارت	حاصلاتِ تعلیم
2	(الف) i.	استحسان اور تنقید		1. کسی فن پارے کے مرکزی خیال کو بیان کر سکے۔

	.ii	استحسان اور تنقید	2- کسی فن پارے کا مرکزی خیال، اہم نکات اور خلاصہ کر سکیں	1- کسی نثر و نظم کا فکری و فنی خوبیوں اور نقائص سے آگاہ ہو سکے اور انہیں بیان کر سکے (تحریر و تقریر)	4- کسی تحریر (خاص طور پر علمی مضمون) کی فکری و فنی خوبیوں سے آگاہ ہو سکے۔
	.iii	استحسان اور تنقید	4- تحریری محاسن کو جانچنے کے لیے بنیادی تنقیدی بصیرت حاصل کرنا	1- کسی نثر و نظم کا فکری و فنی خوبیوں اور نقائص سے آگاہ ہو سکے اور انہیں بیان کر سکے (تحریر و تقریر)	
	.iv	استحسان اور تنقید	4- تحریری محاسن کو جانچنے کے لیے بنیادی تنقیدی بصیرت حاصل کرنا	1- کسی نثر و نظم کا فکری و فنی خوبیوں اور نقائص سے آگاہ ہو سکے اور انہیں بیان کر سکے (تحریر و تقریر)	
	.v	استحسان اور تنقید	4- تحریری محاسن کو جانچنے کے لیے بنیادی تنقیدی بصیرت حاصل کرنا	1- کسی نثر و نظم کا فکری و فنی خوبیوں اور نقائص سے آگاہ ہو سکے اور انہیں بیان کر سکے (تحریر و تقریر)	
	.vi	استحسان اور تنقید	4- تحریری محاسن کو جانچنے کے لیے بنیادی تنقیدی بصیرت حاصل کرنا	1- کسی نثر و نظم کا فکری و فنی خوبیوں اور نقائص سے آگاہ ہو سکے اور انہیں بیان کر سکے (تحریر و تقریر)	
	.vii	استحسان اور تنقید	4- تحریری محاسن کو جانچنے کے لیے بنیادی تنقیدی بصیرت حاصل کرنا	1- کسی نثر و نظم کا فکری و فنی خوبیوں اور نقائص سے آگاہ ہو سکے اور انہیں بیان کر سکے (تحریر و تقریر)	
	.viii	استحسان اور تنقید	4- تحریری محاسن کو جانچنے کے لیے بنیادی تنقیدی بصیرت حاصل کرنا	1- کسی نثر و نظم کا فکری و فنی خوبیوں اور نقائص سے آگاہ ہو سکے اور انہیں بیان کر سکے (تحریر و تقریر)	
	.ix	استحسان اور تنقید	4- تحریری محاسن کو جانچنے کے لیے بنیادی تنقیدی بصیرت حاصل کرنا	1- کسی نثر و نظم کا فکری و فنی خوبیوں اور نقائص سے آگاہ ہو سکے اور انہیں بیان کر سکے (تحریر و تقریر)	
	(ب) i.	استحسان اور تنقید	8- کسی فن پارے میں احساس، جذبے اور تاثر کی شدت اور ابلاغ کی صورت کا تجزیہ کر کے اپنی انتقادی رائے دے سکنا	1- کسی نثر اور نظم کا فکری و فنی خوبیوں اور نقائص سے آگاہ ہو سکے اور انہیں بیان کر سکے (تحریر و تقریر)	
	.ii	استحسان اور تنقید	8- کسی فن پارے میں احساس، جذبے اور تاثر کی شدت اور ابلاغ کی صورت کا تجزیہ کر کے اپنی انتقادی رائے دے سکنا	1- کسی نثر اور نظم کا فکری و فنی خوبیوں اور نقائص سے آگاہ ہو سکے اور انہیں بیان کر سکے (تحریر و تقریر)	
	.iii	استحسان اور تنقید	8- کسی فن پارے میں احساس، جذبے اور تاثر کی شدت اور ابلاغ کی صورت کا تجزیہ کر کے اپنی انتقادی رائے دے سکنا	1- کسی نثر اور نظم کا فکری و فنی خوبیوں اور نقائص سے آگاہ ہو سکے اور انہیں بیان کر سکے (تحریر و تقریر)	
	.iv	استحسان اور تنقید	8- کسی فن پارے میں احساس، جذبے اور تاثر کی شدت اور ابلاغ کی صورت کا تجزیہ کر کے اپنی انتقادی رائے دے سکنا	1- کسی نثر اور نظم کا فکری و فنی خوبیوں اور نقائص سے آگاہ ہو سکے اور انہیں بیان کر سکے (تحریر و تقریر)	
	.v	استحسان اور تنقید	8- کسی فن پارے میں احساس، جذبے اور تاثر کی شدت اور ابلاغ کی صورت کا تجزیہ کر کے اپنی انتقادی رائے دے سکنا	1- کسی نثر اور نظم کا فکری و فنی خوبیوں اور نقائص سے آگاہ ہو سکے اور انہیں بیان کر سکے (تحریر و تقریر)	
	.vi	استحسان اور تنقید	8- کسی فن پارے میں احساس، جذبے اور تاثر کی شدت اور ابلاغ کی صورت کا تجزیہ کر کے اپنی انتقادی رائے دے سکنا	1- کسی نثر اور نظم کا فکری و فنی خوبیوں اور نقائص سے آگاہ ہو سکے اور انہیں بیان کر سکے (تحریر و تقریر)	

i. (ج)	زبان شناسی	اصناف سخن	4۔ علم بیان کی اصطلاحوں تشبیہ، استعارہ، کنایہ، مجاز مرسل سے آگاہ ہو سکے۔
ii.	زبان شناسی	اصناف سخن	8۔ مختلف اصناف سخن میں تمیز کر سکے۔
iii.	زبان شناسی	اصناف سخن	5۔ دیگر اصطلاحات شعری کی تعریف اور مثالیں جان سکے۔ مصرع، شعر، بند، مطلع، مقطع، قافیہ ردیف وغیرہ
iv.	زبان شناسی	اصناف سخن	10۔ مرکب ناقص اور مرکب تام میں فرق کر سکے۔
v.	زبان شناسی	اصناف سخن	5۔ دیگر اصطلاحات شعری کی تعریف اور مثالیں جان سکے۔ مصرع، شعر، بند، مطلع، مقطع، قافیہ ردیف وغیرہ

حصہ سوم (26 نمبر)

سوال نمبر	مہارت	ذیلی مہارت	حاصلاتِ تعلیم
3	استحسان اور تنقید	4۔ تحریری محاسن کو جانچنے کے لیے بنیادی تنقیدی بصیرت حاصل کرنا	3۔ نثر و نظم پر مشتمل کسی تحریر کا علم بیان اور شعری اصطلاحوں کی روشنی میں جائزہ لے سکے، خلاصہ لکھ سکے اور تشریح کر سکے
4	استحسان اور تنقید	4۔ تحریری محاسن کو جانچنے کے لیے بنیادی تنقیدی بصیرت حاصل کرنا	3۔ نثر و نظم پر مشتمل کسی تحریر کا علم بیان اور شعری اصطلاحوں کی روشنی میں جائزہ لے سکے، خلاصہ لکھ سکے اور تشریح کر سکے
5	استحسان اور تنقید		3۔ نثر و نظم پر مشتمل کسی تحریر کا علم بیان اور شعری اصطلاحوں کی روشنی میں جائزہ لے سکے، خلاصہ لکھ سکے اور تشریح کر سکے
6	مہارتِ حیات		1۔ روزمرہ زندگی کے حوالے سے روداد، آپ بیتی تحریر کر سکے۔
7	لکھنا	4۔ مکالمہ، ڈراما، معروف اور بیانیہ / مجہول لکھنا	8۔ روزمرہ زندگی کے تجربات، مشاہدات، معمولات یا واقعے کے حوالے سے مکالمہ، یادداشت، ڈائری تحریر کر سکے

URDU COMPULSORY SSC-I
Table of Specifications

Assessment Objectives	تدریجی مقصود لکھنا	تدریجی مقصود زبان شناسی	تدریجی مقصود استحسان اور تنقید	تدریجی مقصود مہارت حیات	کل نمبر	فیصد
سمجھنا Understanding Based		1(ii)(1)، 1(iv)(1)، 1(xii)(1)، 1(xiv)(1)، 2(i)(2)، 2(ii)(2)، 2(iii)(2)، 2(v)(2)	2alf(ii)(2)، 2alf(iv)(2)، 2alf(v)(2)، 2alf(viii)(2)، 3(3) 2b(i)(2)، 2b(iv)(2)، 4(3)، 5(3)	6(6)	39	48.1%
یاد میں لانا Knowledge Based		1(i)(1)، 1(iii)(1)، 1(v)(1)، 1(vii)(1)، 2(iii)(1)، 2(xi)(1)، 2(xiii)(1)، 2(iv)(2)	1(x)(1)، 2alf(i)(2)، 2alf(ii)(2)، 2alf(vi)(2)، 2alf(vii)(2)، 2b(ii)(2)، 2b(iii)(2)، 2b(v)(2)، 2b(vi)(2)		26	32.1%
لاگو کرنا Application Based	7(5)	1(vi)(1)، 1(ix)(1)	1(xv)(1)، 2alf(ix)(2)، 3(2)، 4(2)، 5(2)		16	19.8%
Total Marks	5	23	47	6	81	100%

Key:

2alf(i)(2)

سوال نمبر جزو (جزو کا جزو) (کل نمبر)

- For Examiner's use only:**

15

10



Federal Board SSC-I Examination General Mathematics Model Question Paper

Time allowed: 2.40 hours

Total Marks: 60

Note: Attempt any nine parts from Section 'B' and any three questions from Section 'C' on the separately provided answer book. Use supplementary answer sheet i.e. Sheet-B if required. Write your answers neatly and legibly. Log book and graph paper will be provided on demand.

SECTION – B (Marks 36)

Q.2 Attempt any **NINE** parts from the following. All parts carry equal marks. ($9 \times 4 = 36$)

- Out of his total income, Hamza spends 20% on house rent and 70% of the rest on household expenditure. If he saves Rs.1800, what is his total income?
- If 4200 soldiers have food for 32 days sufficient at a rate of 12 hectograms per soldier. How many soldiers may leave so that the same food may be sufficient for 42 days at a rate of 16 hectograms per soldier?
- An amount of Rs.4,00,000 left as an inheritance is to be distributed among a widow and four daughters. Workout the share of each.
- If 15% discount on Marked Price of a heater is allowed and still makes a profit of 2%. If it is sold on Marked Price, what is profit percentage?
- Rs.3720 are to be divided into three shares in such a way that 1st share would be double, triple to the 2nd and 5 times to the 3rd are equal.
- Mr. Akram got a truck on lease for 5 years through a bank. The price of truck is Rs.2,000,000. He paid 20% of price as down payment. Find mark up on the balanced amount at the rate of 17%.
- Find compound profit on Rs.600 for 4 years at 6% per annum.
- The total taxable income of a person is Rs.4,30,000. If he is given rebate Rs.3,000 on the tax chargeable, then workout the amount he has to pay as an income tax @ 4.5%.
- Simply $\frac{(2ab^3)^4 \times (6a^2b)^2}{4ab \times 16a^3b^2}$
- Prove that $\log\left(\frac{a^3}{bc}\right) + \log\left(\frac{b^2}{ca}\right) + \log\left(\frac{c^3}{ab}\right) = 0$
- Insert three A.Ms between 3 and 31.
- If $A = \{1, 7, 11, 15, 17, 21\}$, $B = \{11, 17, 19, 23\}$ and $C = \{2, 3, 5\}$, verify that $(A \cap B) \cap C = A \cap (B \cap C)$
- If $S = \{1, 2, 4, 8\}$ and $T = \{1, 3, 9\}$
 - Find $S \times T$
 - Write the binary relation $R = \{(x, y) | x \in S, y \in T \wedge y > 2x\}$ in tabular form.
 - Find the domain of R.
 - Find the range of R.

- xiv. For $x + 2y = -2$
- find x when $y = 2$
 - find y when $x = 4$
 - find x -intercept
 - use results of (a), (b), (c) to plot the graph.

SECTION – C (Marks 24)

Note: Attempt any **THREE** questions. Each question carries six marks. ($3 \times 8 = 24$)

- Q.3 A person insured his bus worth Rs.2,500,000 @ 4.5% for 6 years. After two years, he claimed for Rs.400,000. How much loss had he recovered if rate of depreciation is 10%?
- Q.4 What sum of money would produce Rs.630.50 in 3 years at 5% compound profit?
- Q.5 Evaluate by using the logarithm $\frac{\sqrt[3]{8.59} \times (55.6)^2}{2.51 \times \sqrt{2.12}}$
- Q.6 If $U = \{7, 8, 9, 10, 11, 12, 13, 14\}$, $A = \{7, 10, 13, 14\}$ and $B = \{7, 8, 11, 12\}$, then
- find $A \cap B$
 - find A^c
 - find B^c
 - find $A^c \cup B^c$
 - find $(A \cap B)^c$
 - check if $(A \cap B)^c = A^c \cup B^c$
- Q.7 For the given values 1, 2, 3, 4, 6, 8, 11
- find $\sum x$
 - calculate mean \bar{x}
 - for every x , find $x - \bar{x}$
 - find $(x - \bar{x})^2$ for every x
 - find the standard deviation

- For Examiner's use only:**

15

10



Federal Board SSC-I Examination General Science Model Question Paper

Time allowed: 2.40 hours

Total Marks: 60

Note: Attempt any twelve parts from Section 'B' and any three questions from Section 'C' on the separately provided answer book. Use supplementary answer sheet i.e. Sheet-B if required. Write your answers neatly and legibly.

SECTION – B (Marks 36)

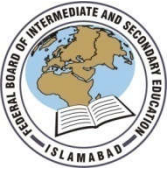
Q.2 Attempt any **TWELVE** parts from the following. All parts carry equal marks. ($12 \times 3 = 36$)

- i. Write down the role of telescope in the field of Astronomy.
- ii. Discuss the contributions of Dr. Abdul Qadeer Khan in the field of Science
- iii. Differentiate between Botany and Zoology.
- iv. Why ice has lower density than the water?
- v. Give any three uses of sodium in daily life.
- vi. Write the at least three uses of chlorine in daily life
- vii. How are Calcium Oxide, Calcium Carbonate and Calcium Sulphate useful for us?
- viii. What precautions may be adopted to control the ringworm?
- ix. Write three identification symptoms of cancer.
- x. Explain Biological, inherited and social factors of mental disorder.
- xi. Write down the adverse effects of heroin on the human body.
- xii. What are the three main types of Hepatitis? How do they affect the immune system of the patient?
- xiii. Discuss briefly the parts of heating system of 'solar house heating plants'.
- xiv. What are the three main requirements of conservation of energy?
- xv. What is the relation between work and energy?
- xvi. Differentiate between N-type and P-type semiconductor.
- xvii. Briefly discuss the process of modulation of radio waves.
- xviii. Draw the circuit diagrams of forward biased and reverse biased diode.

SECTION – C (Marks 24)

Note: Attempt any **THREE** questions. Each question carries equal marks. ($3 \times 8 = 24$)

- Q.3 How is the growth of scientific process divided into four periods? Discuss in detail.
- Q.4 Describe the types of iron depending upon its purity and impurities, tabulate your answer.
- Q.5 What are the effects of Smoking on human body?
- Q.6 Write notes on the following
- a) Energy from Biomass
 - b) Cable Television



Roll No:

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Answer Sheet No:

Sig. of Candidate:

Sig. of Invigilator:

فیڈرل بورڈ امتحان برائے جماعت نہم

اسلامیات (لازمی) ماڈل سوالیہ پرچہ

حصہ اول

کل نمبر: 10

وقت: 15 منٹ

نوٹ: حصہ اول لازمی ہے اس کے جوابات پرچہ پر ہی دیے جائیں گے۔ اس کو پہلے پندرہ منٹ میں مکمل کر کے ناظم مرکز کے حوالے کر دیا جائے۔ کاٹ کر دوبارہ لکھنے کی اجازت نہیں ہے۔ لیڈ پینل کا استعمال ممنوع ہے۔

سوال نمبر 1: دیے گئے الفاظ یعنی الف/ب/ج/د میں سے نصابی کتاب کی روشنی میں درست جواب کے گرد دائرہ لگائیں۔ ہر جزو کا ایک نمبر ہے۔

- i. یوم الفرقان کا مطلب کیا ہے؟
 - الف۔ حق و باطل میں فرق کا دن
 - ب۔ کامیابی کا دن
 - ج۔ ناکامی کا دن
 - د۔ قیامت کا دن
- ii. مال غنیمت کے پانچویں حصہ کو کیا کہتے ہیں؟
 - الف۔ انفال
 - ب۔ خمس
 - ج۔ فنی
 - د۔ عشر
- iii. **وَإِذْ كُنَّا لَكُمْ قَلِيلٌ مُّسْتَضْعَفُونَ فِي الْأَرْضِ** میں "الارض" سے کیا مراد ہے؟
 - الف۔ سر زمین مکہ
 - ب۔ سر زمین طائف
 - ج۔ سر زمین مدینہ
 - د۔ سر زمین تبوک
- iv. حضرت آدمؑ کو فرشتوں پر فضیلت کی وجہ کیا ہے؟
 - الف۔ خلافت
 - ب۔ عبادت
 - ج۔ علم
 - د۔ اخلاق
- v. مسلمان دنیا میں زوال کا شکار کیوں ہیں؟
 - الف۔ قرآنی تعلیمات کو چھوڑنے کی وجہ سے
 - ب۔ سائنس و ٹیکنالوجی کو چھوڑنے کی وجہ سے
 - ج۔ کتابوں کو چھوڑنے کی وجہ سے
 - د۔ معاشی علوم و فنون کو چھوڑنے کی وجہ سے
- vi. آپ ﷺ نے اپنے بڑے بڑے دشمنوں کو زیر کیا:
 - الف۔ قوتِ دلیل سے
 - ب۔ علم سے
 - ج۔ فصاحت و بلاغت سے
 - د۔ حسنِ خلق سے
- vii. مصارفِ زکوٰۃ میں **الْغَرْمِين** سے کیا مراد ہے؟
 - الف۔ غلام
 - ب۔ مسافر
 - ج۔ قرض دار
 - د۔ مساکین
- viii. نازل شدہ قرآنی آیات کو رکھنے کے لیے متعین مقام کہاں تھا؟
 - الف۔ مسجد حرام میں
 - ب۔ مسجد نبوی میں
 - ج۔ مسجد قباء میں
 - د۔ مسجد قبلتین میں
- ix. غزوہ بدر میں مسلمانوں پر نیند کیوں طاری کی گئی؟
 - الف۔ تسکین کے لئے
 - ب۔ فتح کی خوشخبری کے لئے
 - ج۔ خوفِ دور کرنے کے لئے
 - د۔ خواب دکھانے کے لئے
- x. کفار اپنے مال کو کس مقصد کے لیے خرچ کرتے ہیں؟
 - الف۔ تعلیم و تربیت کے لئے
 - ب۔ رفائی کاموں کے لیے
 - ج۔ اللہ کے راستے سے روکنے کے لئے
 - د۔ غریبوں کی امداد کے لئے

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حاصل کردہ نمبر:

10

کل نمبر:

برائے ممتحن:

فیڈرل بورڈ امتحان برائے جماعت نہم
اسلامیات (لازمی) ماڈل سوالیہ پرچہ



کل نمبر:

وقت: 15: 2 گھنٹے

40

نوٹ: حصہ دوم کے تمام اور حصہ سوم میں سے کوئی سے دو سوالات کے جوابات علیحدہ سے مہیا کی گئی جوابی کاپی پر دیں۔ اضافی شیٹ طلب کرنے پر مہیا کی جائے گی۔ آپ کے جوابات صاف اور واضح ہونے چاہئیں۔

حصہ دوم (کل نمبر 24)

سوال نمبر 2: مندرجہ ذیل قرآنی آیات میں سے کوئی سی تین آیات کا با محاورہ ترجمہ کیجیے۔

(3 × 3 = 9)

- i. اِنَّمَا الْمُؤْمِنُونَ الَّذِينَ إِذَا ذُكِرَ اللَّهُ وَجِلَتْ قُلُوبُهُمْ وَإِذَا تُلِيَتْ عَلَيْهِمْ آيَاتُ دُرِّهِمْ إِيمَانًا وَعَلَىٰ رَبِّهِمْ يَتَوَكَّلُونَ ﴿١٠٠﴾
- ii. يَا أَيُّهَا الَّذِينَ آمَنُوا لَا تَخُونُوا اللَّهَ وَالرَّسُولَ وَتَحُونُوا أَمْنَتَكُمْ وَأَنْتُمْ تَعْلَمُونَ ﴿١٠١﴾
- iii. وَأَطِيعُوا اللَّهَ وَرَسُولَهُ وَلَا تَنَازَعُوا فِي شَيْءٍ فَتَفْشَلُوا وَتَذْهَبَ رِيحُكُمْ وَاصْبِرُوا إِنَّ اللَّهَ مَعَ الصَّابِرِينَ ﴿١٠٢﴾
- iv. كَذَّابٌ إِلَّا فِرْعَوْنُ وَالَّذِينَ مِنْ قَبْلِهِمْ كَفَرُوا بِآيَاتِ اللَّهِ فَأَخَذَهُمُ اللَّهُ بِذُنُوبِهِمْ إِنَّ اللَّهَ قَوِيٌّ شَدِيدُ الْعِقَابِ ﴿١٠٣﴾
- v. وَإِنْ جَنَّحُوا لِلْإِسْلَامِ فَأَجْنَحْ لَهُمْ وَتَوَكَّلْ عَلَى اللَّهِ إِنَّهُ هُوَ السَّمِيعُ الْعَلِيمُ ﴿١٠٤﴾

سوال نمبر 3: مندرجہ ذیل میں سے کسی ایک حدیث کا ترجمہ و تشریح کرتے ہوئے اس کا ہماری عملی زندگی سے تعلق واضح کیجیے۔

(5)

- i. افضل الاعمال لا اله الا الله و افضل الدعاء الاستغفار
- ii. من صلى على مرة فتح الله له بابا من العافية

سوال نمبر 4: مندرجہ ذیل میں سے کوئی سے پانچ سوالات کے مختصر جوابات تحریر کیجیے۔

(5 × 2 = 10)

- i. حضور ﷺ نے قرآن کریم کو کیسے محفوظ کیا؟ مختصر اوضاحت کریں۔
- ii. کفار کے مطالبے کے باوجود ان پر عذاب کیوں نازل نہ کیا؟
- iii. ایمان کی تکمیل کس طرح ہو سکتی ہے؟ حدیث کے حوالے سے لکھیں۔
- iv. شریعت میں زکوٰۃ سے کیا مراد ہے؟ مختصر بیان کریں۔
- v. قرآن کریم کی روشنی میں ختم نبوت کا مفہوم بیان کریں۔
- vi. سورۃ انفال میں کفار کو خطاب کرتے ہوئے کیا تنبیہ کی گئی ہے؟
- vii. سورۃ انفال میں ہجرت اور نصرت کے بارے میں جو باتیں بیان کی گئی ہیں ان کا خلاصہ لکھیے۔

حصہ سوم (کل نمبر 16)

نوٹ: کوئی سے دو سوال حل کیجیے۔ تمام سوالوں کے نمبر برابر ہیں۔

- سوال نمبر 5: قرآن مجید کا تعارف کرواتے ہوئے اسکی حفاظت پر نوٹ لکھیے۔ (8)
- سوال نمبر 6: رسول ﷺ کی اطاعت کیوں ضروری ہے؟ عقلی و نقلی دلائل سے جواب کو مزین کریں۔ (8)
- سوال نمبر 7: زکوٰۃ کی اہمیت پر نوٹ لکھیے نیز زکوٰۃ نہ دینے والوں کا انجام کیا ہے؟ (8)

Version No.			

ROLL NUMBER						



0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

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1	1	1	1	1	1	1
2	2	2	2	2	2	2
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Answer Sheet No. _____

Sign. of Candidate _____

Sign. of Invigilator _____

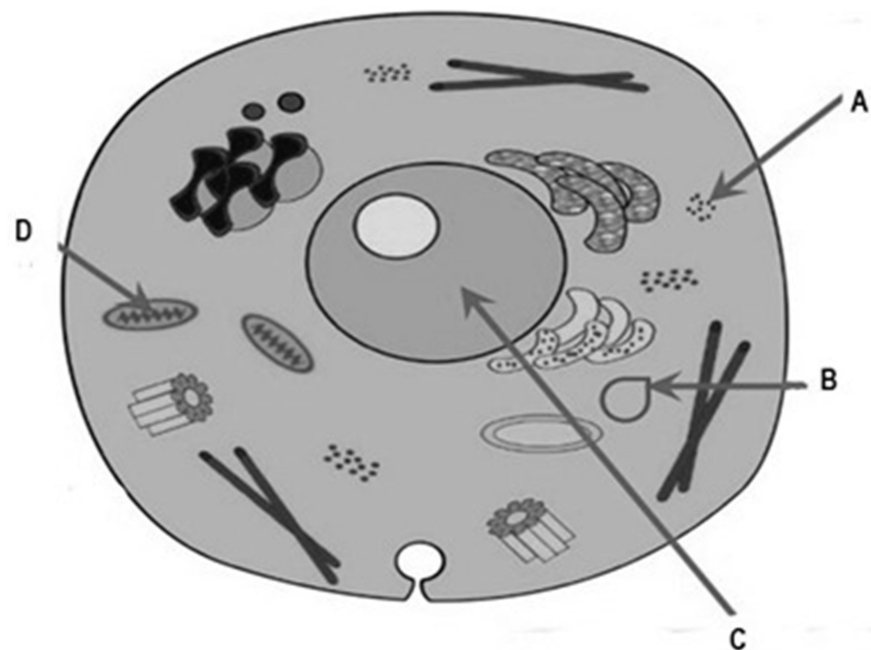
BIOLOGY SSC–I
SECTION – A (Marks 12)
Time allowed: 15 Minutes

Section – A is compulsory. All parts of this section are to be answered on this page and handed over to the Centre Superintendent. Deleting/overwriting is not allowed. **Do not use lead pencil.**

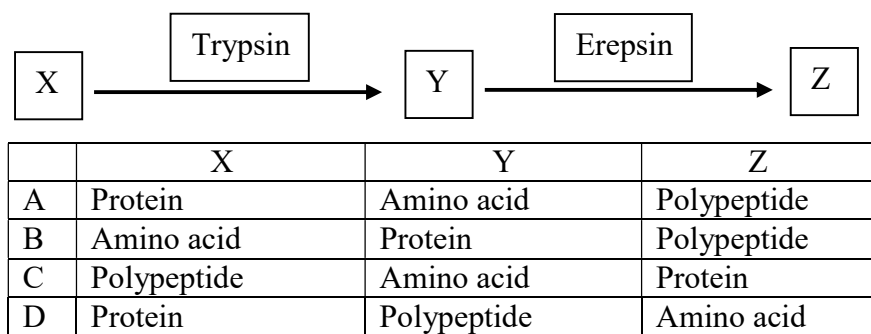
Q.1 Fill the relevant bubble for each part. All parts carry one mark.

- (1) Which one of the following branches of biology deals with the study of functions of heart?
- | | | | |
|---------------|-----------------------|-----------------|-----------------------|
| A. Morphology | <input type="radio"/> | B. Physiology | <input type="radio"/> |
| C. Histology | <input type="radio"/> | D. Cell biology | <input type="radio"/> |
- (2) Hardness of a seed coat is due to:
- | | | | |
|-------------|-----------------------|------------|-----------------------|
| A. Sclereid | <input type="radio"/> | B. Fibre | <input type="radio"/> |
| C. Tracheid | <input type="radio"/> | D. Vessels | <input type="radio"/> |
- (3) Following are the characteristics of a good hypothesis, **EXCEPT**:
- | | |
|--|-----------------------|
| A. Should be a complex statement | <input type="radio"/> |
| B. Should be a tentative idea | <input type="radio"/> |
| C. Should be testable | <input type="radio"/> |
| D. Should agree with available observation | <input type="radio"/> |
- (4) Which one of the following scientific name is according to the binomial nomenclature?
- | | | | |
|------------------------|-----------------------|------------------------|-----------------------|
| A. <i>Oryza Sativa</i> | <input type="radio"/> | B. <i>oryza sativa</i> | <input type="radio"/> |
| C. <i>Oryza sativa</i> | <input type="radio"/> | D. <i>ORYZA SATIVA</i> | <input type="radio"/> |
- (5) Select the one which is “**NOT**” the characteristic of a Prion:
- | | |
|-----------------------------|-----------------------|
| A. Composed of protein only | <input type="radio"/> |
| B. Can replicate | <input type="radio"/> |
| C. Cause disease in sheep | <input type="radio"/> |
| D. Contain circular RNA | <input type="radio"/> |
- (6) Many enzymes require cofactors for their proper working. Different cofactors belong to different groups. Pick the odd one:
- | | | | |
|---------------------|-----------------------|---------------|-----------------------|
| A. Vitamin A | <input type="radio"/> | B. Coenzyme A | <input type="radio"/> |
| C. NAD ⁺ | <input type="radio"/> | D. Haem group | <input type="radio"/> |

- (7) If a cell does not undergo S-phase, one of the following events cannot take place:
- A. Increase in number of organelles ☐
 - B. Synthesis of protein ☐
 - C. Replication of DNA ☐
 - D. Increase in size of cell ☐
- (8) Identify the event where mitosis will **NOT** take place:
- A. RBC replacement ☐
 - B. Gamete formation ☐
 - C. Grass propagation ☐
 - D. Wound healing ☐
- (9) After strenuous exercise you get tired because skeletal muscles accumulate:
- A. Lactic acid only ☐
 - B. Ethyl alcohol ☐
 - C. Lactic acid and CO₂ ☐
 - D. Ethyl alcohol and CO₂ ☐
- (10) If a person gets injured, which type of WBCs will release histamine?
- A. Neutrophil ☐
 - B. Eosinophil ☐
 - C. Basophil ☐
 - D. Lymphocyte ☐
- (11) In the given animal cell, which labelled part is responsible for the oxidation of food in the cell:



- (12) The diagram given below shows some stages of digestion. Choose the best option for the action of Trypsin and Erepsin enzymes:





Federal Board SSC-I Examination
Biology Model Question Paper
(Curriculum 2006)

Time allowed: 2.45 hours

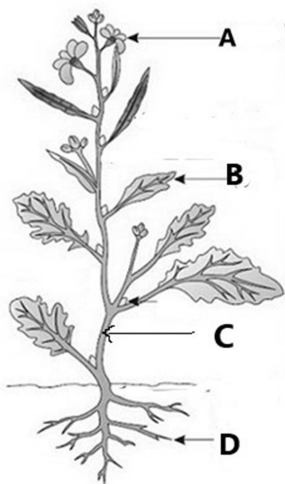
Total Marks: 53

Note: Answer any eleven parts from Section ‘B’ and attempt any two questions from Section ‘C’ on the separately provided answer book. Write your answers neatly and legibly.

SECTION – B (Marks 33)

Q.2 Attempt any **ELEVEN** parts from the following. All parts carry equal marks. Be brief and to the point. (11× 3 = 33)

i. Answer the following questions related to the Mustard plant



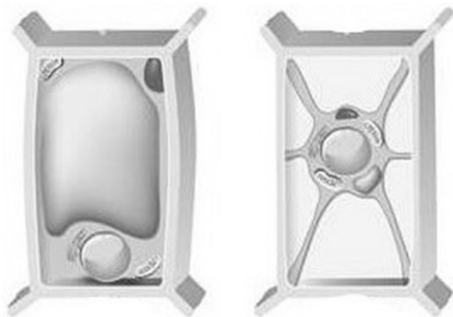
- a. Name the level of organization exhibited by the Mustard plant. Also write its scientific name. (1)
- b. Mention the role of part A in the given plant. (1)
- c. Identify the part C and D of the plant on the basis of their function?(1)
- ii. How did Ronald Ross prove the deduction, “**Plasmodium should be present in mosquito**”?
- iii. Suppose a doctor is examining the group of children suffering from Rickets and anaemia:
 - a. Name the food components the children are lacking in their diet. (1)
 - b. What is the importance of those food components in human body? (2)
- iv. Briefly describe the problem of Protein Energy Malnutrition.
- v. Which kingdom does Euglena belong to? Give reason for its placement. Enlist any three characteristics of that kingdom. (0.5+1+1.5)
- vi. Complete the table related to epithelial tissue

	Tissue name	Location	Function
a		Alveoli of lungs	
b	Columnar epithelium		
c			Transport through tubes

- vii. Enlist the effects of pollution on biodiversity.
- viii. The figure given below is of a dividing cell:

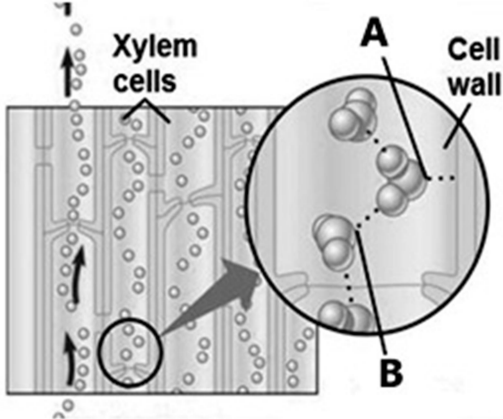


- a. Identify the phase and type of cell division. (01)
 - b. State the events taking place in this phase of cell division. (02)
- ix. What is the affect of temperature on enzyme activity? Support your answer with a graph.
- x. Give reasons why:
 - a. does death of heart muscles take place during Myocardial infarction?
 - b. are RBCs biconcave in shape? (1.5x2=3)
- xi. In the given figure, plant cells are placed in hypotonic and hypertonic solutions.



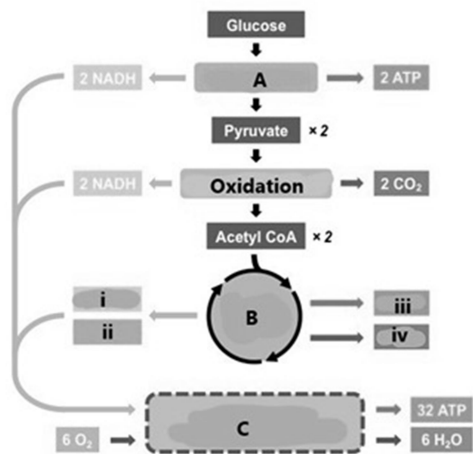
Evaluate the effects of these solutions on plant cells.

- xii. Give reasons as to why: (1x3=3)
 - a. A person with blood type O is universal donor
 - b. Veins have low blood pressure as compared to arteries
 - c. In humid air transpiration rate is less
- xiii. The figure given below shows part of mechanism for the movement of water through xylem.



- a. Identify forces A and B. (1)
 - b. Despite of the gravitational force, how does the upward movement of water take place through xylem? (2)

- xiv. The given flow chart illustrates the aerobic respiration. Answer the questions related to it: (1+2)



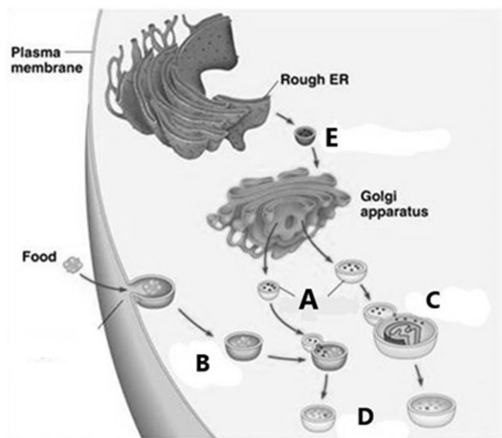
(a) Name the phases of aerobic respiration	(b) Label the products of phase B of respiration
A.	i.
B.	ii.
C.	iii.
	iv.

- xv. Why ATP is important for the cell? Give complete name of ATP. (3)

SECTION – C (Marks 20)

Note: Attempt any **TWO** questions. All questions carry equal marks. (2×10 = 20)

- Q.3** a. Identify the causes and effects of deforestation. (2+2)
b. List the events of light dependent reactions with the help of Z scheme diagram. (4+2)
- Q.4** Heart acts as a pumping organ in body. Explain the structure and function of human heart along with the diagram. (4+3+3)
- Q.5** a. Answer the questions related to the cell organelles shown in figure.



- i. Identify the organelle A. (0.5)
ii. Label the steps C, D and E. (1.5)
iii. Enlist the functions of organelle A. (3)
- b. How does the processes of swallowing and peristalsis take place in humans? (3+2)

* * * * *

Biology SSC-I
SLOs
(Curriculum 2006)

SECTION – A

Q.1 Encircle the correct option i.e. A / B / C / D. All parts carry equal marks.

- (1) Define the branches of biology i.e. morphology, anatomy, physiology, embryology, taxonomy, cell biology, histology, paleontology, environmental biology, biotechnology, socio-biology, parasitology, immunology, entomology, genetics, pharmacology.
- (2) Describe the major plant tissues i.e. simple tissues (meristematic tissues, permanent tissues) and compound tissues (xylem tissues and phloem tissues) in terms of their cell specificities, locations and functions.
- (3) Describe the steps involved in biological method i.e. recognition of a biological problem, observation and identification, building up hypotheses, drawing deductions, devising experiments and inferring results (malaria as an example).
- (4) Describe using local examples, the importance of Binomial nomenclature.
- (5) Rationalize that there are sub-cellular particles, such as viruses and prions, which have some characteristics of living things.
- (6) State that some enzymes require co-factor for their functioning.
- (7) Predict the importance of S-phase of the Interphase.
- (8) Describe the significance of meiosis as leading to the formation of haploid cells, that may function directly as gametes as in animals or may divide by mitosis as in plants, fungi and many protists.
- (9) Describe the importance of Anaerobic Respiration.
- (10) List the functions of the components of blood.
- (11) Identify the structure and describe, in general terms, the functions of the components of plant and animal cell.
- (12) Sort out the actions of Enzymes in specific regions of alimentary canal, with respect to their substrates & products

SECTION – B (Marks 33)

Q.2 Attempt any ELEVEN parts from the following. All parts carry equal marks. Be brief and to the point. (11× 3 = 33)

- i. Compare cellular organization in organisms i.e. unicellular organization (Amoeba), colonial organization (Volvox) and multicellular organization (mustard and frog). (Only brief comparison referring to cellular organization is required. Details of organs and organs-systems of frog and mustard should be avoided)
- ii. Describe the steps involved in biological method i.e. recognition of a biological problem, observation and identification, building up hypotheses, drawing deductions, devising experiments and inferring results (malaria as an example).
- iii. Describe the food sources and metabolic functions of Calcium and Iron.
- iv. Describe the problems of Protein Energy Malnutrition (PEM), Mineral Deficiency Diseases (MDD), and Over Intake of Nutrients (OIN).
- v. Describe the diagnostic characteristics of the five kingdoms.

- vi. Describe the major animal tissues (epithelial, connective, muscular and nervous) in terms of their cell specificities, locations and functions.
- vii. Explain the impact of human beings on biodiversity.
- viii. State the separation of chromatids during anaphase.
- ix. Explain the effect of pH, temperature and concentration of substrate on the activity of an enzyme.
- x. (a) State the causes, treatments and prevention of Myocardial infarction.
(b) State the relationship between cell function and cell structure (for absorption - root hair cells; conduction and support - xylem vessels; transport of oxygen - red blood cells).
- xi. Define turgor and describe its importance. Describe the phenomena of plasmolysis and explain its relationship with osmosis.
- xii. (a) List the appropriate donors and recipients for each of the four blood groups.
(b) Compare the structure and function of an artery, a vein and a capillary.
(c) Describe temperature, wind and humidity as the factors affecting the rate of transpiration.
- xiii. Explain the movement of water in terms of transpirational pull.
- xiv. Outline the mechanism of respiration while defining Glycolysis, Krebs cycle and Electron Transport Chain.
- xv. Explain ATP as a molecule that is the chief energy currency of all cells.

SECTION – C (Marks 20)

Note: Attempt any **TWO** questions. All questions carry equal marks. (2×10 = 20)

- Q.3** a Identify causes of deforestation and its effects on biodiversity.
b Outline the processes (Light and Dark reactions) involved in photosynthesis.
- Q.4** Describe the external and internal structure of human heart. Describe the circulation of blood through atria and ventricles of the heart, explaining the role of the bicuspid, tricuspid and semilunar valves. Explain how the heart is structurally adapted to its functions. Define the terms heartbeat, heart rate and pulse rate.
- Q.5** a. Identify the structure and describe, in general terms, the functions of the components of plant and animal cell.
b. Describe swallowing and peristalsis.

* * * * *

BIOLOGY SSC I

Table of Specifications

Assessment Objectives	Unit 1: Introduction to Biology	Unit 2: Solving a Biological problem	Unit 3: Biodiversity	Unit 4: Cells and Tissues	Unit 5: Cell Cycle	Unit 6: Enzymes	Unit 7: Bioenergetics	Unit 8: Nutrition	Unit 9: Transport	Total Marks	Percentage
K (Knowledge)	Q1(1) 1 Q2(i) 3	Q2(ii) 3	Q3(a) 4	Q1(2) 1		Q2(ix) 3	Q2(xv) 3	Q2(iii-a) 1 Q2(iii-b) 2 Q2(iv) 3		24	27.6%
U (Understanding)		Q1(3) 1	Q2(v) 3 Q2(vii) 3	Q1(5) 1 Q2(vi) 3 Q5(a) 5	Q1(7) 1 Q1(8) 1 Q2(viii-a) 1 Q2(viii-b) 2	Q1(6) 1	Q1(9) 1 Q 3(b) 6	Q5(b) 5	Q1(10) 1 Q 4-10	45	51.7%
A (Application)			Q1(4) 1	Q1(11) 1 Q2(x-b) 1.5 Q2(xi) 3			Q2(xiv) 3	Q1(12)1	Q2(x-a) 1.5 Q2(xii) 3 Q2(xiii) 3	18	20.7%
Total Marks	4	4	11	15.5	5	4	13	12	18.5	87	100%

KEY:

1(1)(01)
Question No (Part No.) (Allocated Marks)

Version No.			

ROLL NUMBER						



0	0	0	0
1	1	1	1
2	2	2	2
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4	4	4	4
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9	9	9	9

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7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

Answer Sheet No. _____

Sign. of Candidate _____

Sign. of Invigilator _____

CHEMISTRY SSC-I
SECTION – A (Marks 12)
Time allowed: 20 Minutes

Section – A is compulsory. All parts of this section are to be answered on this page and handed over to the Centre Superintendent. Deleting/overwriting is not allowed. **Do not use lead pencil.**

Q.1 Fill the relevant bubble for each part. Each part carries one mark.

- (1) Which one of the following charged ions will be formed by an element of group IIA having electronic configuration $1s^2 2s^2 2p^6 3s^2$?
 A. A^{+3} ☐ B. A^{+2} ☐
 C. A^{+1} ☐ D. A^{-2} ☐
- (2) Which one of the following pairs of subshell has the lowest energy as compared to other pairs of subshells?
 A. $1s, 2s$ ☐ B. $2s, 2p$ ☐
 C. $3s, 3p$ ☐ D. $3s, 4s$ ☐
- (3) Which one of the following Isotopes is used in nuclear reactors?
 A. U-234 ☐ B. U-238 ☐
 C. U-235 ☐ D. U-233 ☐
- (4) How many molecules of oxygen gas contains one mole of oxygen gas?
 A. $8 \times 6.022 \times 10^{23}$ ☐
 B. 6.022×10^{23} ☐
 C. $32 \times 6.022 \times 10^{23}$ ☐
 D. $16 \times 6.022 \times 10^{23}$ ☐
- (5) The variable that is kept constant in Charles' Law is:
 A. Temperature ☐ B. Volume ☐
 C. Pressure ☐ D. Volume & Temperature ☐
- (6) The most dilute solution amongst the following is:
 A. 1M ☐ B. 0.5 M ☐
 C. 0.02M ☐ D. 0.0005M ☐

- (7) Pressure Cooker works on the principle of relationship of boiling point with:
A. External Pressure ☐ B. Evaporation ☐
C. Boyle's law ☐ D. Volume ☐
- (8) 17g of NH_3 is dissolved in 1 dm^3 of solution, its molarity will be:
A. 1 ☐ B. 2 ☐
C. 3 ☐ D. 4 ☐
- (9) In H_2S , the oxidation state of Sulphur is:
A. +1 ☐ B. +2 ☐
C. -1 ☐ D. -2 ☐
- (10) The compound having Hydrogen bonding among its molecule is:
A. C_6H_6 ☐ B. MgO ☐
C. CH_4 ☐ D. H_2O ☐
- (11) Metallic Character increases down the group, which one of the following is the most metallic:
A. Rb ☐ B. Cs ☐
C. Na ☐ D. K ☐
- (12) The most electronegative element in the group VIIA is:
A. F ☐ B. Cl ☐
C. Br ☐ D. I ☐
-



Federal Board SSC-I Examination
Chemistry Model Question Paper
(Curriculum 2006)

Time allowed: 2.40 hours

Total Marks: 53

Note: Answer any eleven parts from Section 'B' and attempt any two questions from Section 'C' on the separately provided answer book. Write your answers neatly and legibly.

SECTION – B (Marks 33)

Q.2 Attempt any **ELEVEN** parts from the following. All parts carry equal marks.

(11 × 3 = 33)

- Calculate the number of molecules in 4.5 moles of Carbon dioxide.
- Draw Bohr's Atomic Model for Potassium ${}_{19}\text{K}^{39}$ indicating the location of electrons, protons and neutrons.
- Calculate the mass of one Hydrogen atom in gram.
- Why is an atom always electrically neutral? Give reason.
- Write electronic configuration of Aluminum ${}_{13}\text{Al}^{27}$. Identify its group and period.
- Define ionic bond. Give one example of two elements forming an ionic bond between them.
- Write two similarities and two differences between isotopes.
- Elements are unstable in free state except noble gases. Explain how elements attain stability?
- State Charles's Law. Derive its mathematical expression.
- How does the change in temperature affect the Vapour Pressure of a liquid? Show with the help of graph.
- How will you prepare 250 cm^3 of $0.025\text{M Na}_2\text{SO}_4$ solution from a stock solution of $2\text{M Na}_2\text{SO}_4$?
- Identify the oxidizing and reducing agents in the following reaction with reason:
 - $\text{H}_2\text{S} + \text{Cl}_2 \longrightarrow 2\text{HCl} + \text{S}$
 - $\text{Mg} + 2\text{HCl} \longrightarrow \text{MgCl}_2 + \text{H}_2$
- Define corrosion. How is corrosion prevented by cathodic protection?
- What is the composition of Aqua Regia? Write its importance.
- Discuss why is sugar soluble in water but petrol is not?

SECTION – C (Marks 20)

Note: Attempt any **TWO** questions. All questions carry equal marks. (2 × 10 = 20)

- Q.3**
- What are type of bonds responsible for the formation of F_2 , O_2 and N_2 ? Explain the formation of bond with the help of structures. (2+2+2)
 - Give importance of intermolecular forces in our life. Mention any four points. (1+1+1+1)

- Q.4

a.

Explain the principle, working and construction of Daniel Cell with the help of a labelled diagram.

(1+2+3)

b.

Write down the trend of Ionization Energy in the Periodic Table. Explain with reasons.

(2+2)
- Q.5

a.

Describe Rutherford’s Experiment and its conclusions.

(2+2+2)

b.

Why is the boiling point of water at the top of Mount Everest 70°C.

(4)

* * * * *

SUPPLEMENTARY TABLE

Atomic No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Symbol	H	He	Li	Be	B	C	N	O	F	Ne	Na	Mg	Al	Si	P	S	Cl	Ar	K	Ca
Mass no	1	4	7	9	11	12	14	15	19	20	23	24	27	28	31	32	35	40	39	40

CHEMISTRY SSC-I

SLOs

SECTION – A

1. Identify the relationship between electronic configuration and the position of an element in the periodic table.
2. Distinguish between shells and sub-shells.
3. State the importance and uses of isotopes.
4. Calculate the number of representative particles (Molecules) in a given number of moles of a substance.
5. Account for temperature-volume changes in a gas using Charles' law.
6. Describe how to prepare dilute solutions from concentrated solutions of known molarity.
7. Explain the effect of temperature and external pressure on Vapour Pressure and Boiling Point of a liquid.
8. Solve problems involving Molarity of a solution.
9. Determine the oxidation state/number of an element in a compound.
10. Recognize a given compound as either having ionic or covalent bond.
(Relevant SLO is missing in the curriculum)
11. Show how cations and anions are related to the terms metals and non-metals. (Relevant SLO is missing in the curriculum)
12. Describe how electronegativity of elements changes with in a group and withing a period in the periodic table.

SECTION –B

Q2.

- i. Calculate the number of representative particles (Molecules) in a given number of moles of a substance.
- ii. Describe the structure of an atom representing the location of protons, electrons and neutrons.
- iii. Calculation of mass of an element from the given number of atoms.
- iv. Describe the structure of an atom in terms of number of particles in it.
- v. Identify the relationship between electronic configuration and the position of an element in the periodic table.
- vi. Describe the characteristics of ionic bonds (compounds).
- vii. Discuss properties of isotopes of different elements.
- viii. Explain how elements attain stability?
- ix. Account for temperature volume changes in a gas using Charle's Law.
- x. Explain the effect of temperature on the vapour pressure of a liquid.
- xi. Describe how to prepare dilute solutions from concentrated solutions of known molarity.
- xii. Identify the oxidizing and reducing agents in a redox reaction.

- xiii. Summarize the methods used to prevent corrosion.
- xiv. Describe the inertness of noble metals.
- xv. Use the principle/rule “like dissolves like” to predict the solubility of one substance in another.

Section- C

Q3.

- a. Describe the formation of covalent bond between two non-metallic elements with Cross and Dot structures.
- b. Explain the need/importance of intermolecular forces.

Q4.

- a. Sketch a Daniel cell, labelling the cathode, anode and the direction of flow of electrons. Identify the half-cell and describe (the principle of working) voltaic cell.
- b. Identify the trend of ionization energy in the periodic table.

Q5.

- a. Describe the contributions of Rutherford that caused (led) to the development of the atomic theory.
- b. Explain the effect of temperature and external pressure on the vapour pressure and boiling point of a liquid.

CHEMISTRY SSC-I

TABLE OF SPECIFICATION

Topics/Subtopics	Fundamentals of chemistry	Structure of atoms	Periodic table	Structure of Molecules	Physical states of matter	Solutions	Electrochemistry	Chemical Reactivity	Total marks for each Assessment Objective	%age
(Knowledge based)		1-3(01) 2-vii(03) 5a(06)		1-10(01) 2-vi(03) 2-ix(03) 3a(06)			1-9(01)	1-12(01)	25	28.7%
(Understanding based)	1-4(01) 2-iii(03)	1-2(01) 2-ii(03) 2-iv(03)	2-v(03) 4b(04)	2-viii(03)	1-5(01) 1-7(01) 2-x(03) 5b(04)	1-6(01) 1-8(01) 2-xv(03)	2-xii(03) 2-xiii(03)	2-xiv(03)	44	50.6%
(Application based)	2-i(03)		1-1(01)	3b(04)		2-xi(03)	4a(06)	1-11(01)	18	20.7%
Total marks for each Topic/Subtopic	07	17	08	20	09	8	13	5	87	100%

KEY:

1-1(01)

Question No-Part No. (Allocated Marks)

Version No.			

ROLL NUMBER							



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Answer Sheet No. _____

Sign. of Candidate _____

Sign. of Invigilator _____

COMPUTER SCIENCE SSC–I
SECTION – A (Marks 12)
Time allowed: 15 Minutes

Section – A is compulsory. All parts of this section are to be answered on this page and handed over to the Centre Superintendent. Deleting/overwriting is not allowed. **Do not use lead pencil.**

Q.1 Fill the relevant bubble for each part. Each part carries one mark.

- (1)

How many pairs of computers can communicate simultaneously on LAN?

A. 1

☐

B. 3

☐

C. 2

☐

D. Multiple

☐
- (2)

Which storage device has the fastest read/write access?

A. Compact Disk

☐

B. Floppy Disk

☐

C. Digital Video Disk

☐

D. Hard Disk

☐
- (3)

Which feature would an author use while writing a document to add an external link to a website in MS-Word?

A. Onlinelink

☐

B. Hyperlink

☐

C. Weblink

☐

D. Anchorlink

☐
- (4)

Television broadcasting is an example of following transmission mode:

A. Simplex

☐

B. Half-Duplex

☐

C. Full-Duplex

☐

D. Simple Duplex

☐
- (5)

Rate of change of electrical signals per second is called:

A. Data rate

☐

B. Baud rate

☐

C. Bandwidth

☐

D. Signal-to-Noise ratio

☐
- (6)

Which one of the following communication devices is used to connect two different types of networks?

A. Router

☐

B. Bridge

☐

C. Switch

☐

D. Gateway

☐

- (7) In which one of the following topologies can a Node be easily added?
- | | | | | | |
|----|---------------|-----------------------|----|---------------|-----------------------|
| A. | Ring topology | <input type="radio"/> | B. | Bus topology | <input type="radio"/> |
| C. | Star topology | <input type="radio"/> | D. | Tree topology | <input type="radio"/> |
- (8) Which one of the following operating systems is used in an airline traffic control system?
- | | | |
|----|-------------------------|-----------------------|
| A. | Batch processing system | <input type="radio"/> |
| B. | Time sharing system | <input type="radio"/> |
| C. | Multitasking system | <input type="radio"/> |
| D. | Real time system | <input type="radio"/> |
- (9) Cards used to connect additional devices to motherboard are attached via:
- | | | | | | |
|----|----------------|-----------------------|----|-----------|-----------------------|
| A. | Expansion slot | <input type="radio"/> | B. | Connector | <input type="radio"/> |
| C. | Bays | <input type="radio"/> | D. | Links | <input type="radio"/> |
- (10) 'Multimodal Authentication' means:
- | | | |
|----|---|-----------------------|
| A. | Use of username and password | <input type="radio"/> |
| B. | Use of two or more authentication methods | <input type="radio"/> |
| C. | Use of access cards | <input type="radio"/> |
| D. | Use of biometrics | <input type="radio"/> |
- (11) Which one of the following topologies use more cable?
- | | | | | | |
|----|---------------|-----------------------|----|---------------|-----------------------|
| A. | Bus topology | <input type="radio"/> | B. | Star topology | <input type="radio"/> |
| C. | Ring topology | <input type="radio"/> | D. | Mesh topology | <input type="radio"/> |
- (12) 'D6' with reference to a spreadsheet means:
- | | | | | | |
|----|-----------------|-----------------------|----|-----------------|-----------------------|
| A. | Column D, Row 6 | <input type="radio"/> | B. | Column D6 | <input type="radio"/> |
| C. | Row D6 | <input type="radio"/> | D. | Row D, Column 6 | <input type="radio"/> |
-



Federal Board SSC-I Examination
Computer Science Model Question Paper
(Curriculum 2009)

Time allowed: 2.45 hours

Total Marks: 43

Note: Answer any nine parts from Section 'B' and attempt any two questions from Section 'C' on the separately provided answer book. Write your answers neatly and legibly.

SECTION – B (Marks 27)

Q.2 Attempt any **NINE** parts from the following. All parts carry equal marks. $(9 \times 3 = 27)$

- i. Write down two benefits and one drawback of laser printer.
- ii. Write down the characteristics of Third generation computers.
- iii. With increasing Memory sizes, do you still think Memory Management is an important function of an Operating System? Justify your answer.
- iv. Write down the purpose of Shareware and Freeware Software? Give an example of each.
- v. Define any three transmission impairments in communication mediums.
- vi. Write down any three difficulties a company may face in running a business without having a computer network.
- vii. Identify the most suitable software to prepare Result Sheet of students. Give two reasons.
- viii. List down any three authentication methods along with their applications in daily life.
- ix. Differentiate between synchronous and asynchronous transmission by giving an example of each.
- x. How is the job of System Analyst different from a Programmer?
- xi. Write down three advantages of Software Piracy.
- xii. Between Linux and Macintosh, which operating system would you prefer? Give two reasons to support your answer.
- xiii. List three types of computer attacks and how can they be prevented.

SECTION – C (Marks 16)

Note: Attempt any **TWO** questions. $(8 \times 2 = 16)$

Q.3 Describe four types of Unguided transmission media along with its applications in daily life. **(08)**

Q.4 Explain the following data communication lines in terms of transfer rate, cost, merits, and demerits: **(02 × 04 = 08)**
(i) Dialup (ii) DSL (iii) ADSL (iv) CDMA

Q.5 Describe the following types of Operating Systems: **(04 × 02 = 08)**
a) Batch Processing Operating System
b) Time Sharing Operating System

COMPUTER SCIENCE SSC-I

(Curriculum 2009)

Student Learning Outcomes

Sr No	Section: Q. No. (Part no.)	Contents and Scope	Student Learning Outcomes *	Cognitive Level **	Allocated Marks in Model Paper
1	A: 1(i)	5.2 Types of Networks	i) Explain the following types of networks on the basis of spatial distance • Local Area Network (LAN)	U	1
2	A:1(ii)	1.3 Computer Hardware	i) Describe the following hardware: • Storage devices	K	1
3	A: 1(iii)	3.1 Word Processing	xv) Use of Hyperlink	A	1
4	A: 1(iv)	5.1 Networks	iii) Define Data transmission modes	U	1
5	A: 1(v)	4.4 Communication Terminologies	i) Elaborate the following terms with corresponding formulas and standard units • Data rate • Baud rate • Bandwidth • Signal to Noise Ratio	K	1
6	A: 1(vi)	4.3 Communication Devices	Describe the uses of following communication devices • Dialup modem • Network Interface card • Router • Switch / Access Point	K	1
7	A: 1(vii)	5.2 Types of Networks	iii) Explain with detailed diagrams the following network topologies • Bus topology • Ring topology • Star topology • Mesh topology	U	1
8	A: 1(viii)	2.2 Operating System	ii) Describe the following types of O.S. • Batch processing • Time sharing processing • Real time processing	U	1
9	A: 1(ix)	1.3 Computer hardware	i) Describe the following hardware: • System unit – Motherboard	U	1
10	A: 1(x)	6.3 Authentication Mechanisms	iv) Explain the term multimodel authentication	K	1
11	A: 1(xi)	5.2 Types of Networks	iii) Explain with detailed diagrams the following network topologies • Bus topology • Ring topology • Star topology • Mesh topology	U	1

12	A: 1(xii)	3.2 Spreadsheet	i) Know the Basics of Spreadsheet • Addressing cells	U	1
13	B: 2(i)	1.3 Computer hardware	i) Describe the following hardware: • Output devices	U	3
14	B: 2(ii)	1.1 Introduction to Computer	ii) Describe brief history and generations of computer	K	3
15	B: 2(iii)	2.1 Introduction	ii) Get Familiar with the functions of OS • Memory Management	U	3
16	B: 2(iv)	1.5 Computer software	iii) Elaborate the following terms • Open source software • Shareware • Freeware	U	3
17	B: 2(v)	4.2 Transmission Medium	iv) Explain the following transmission impairments in communication mediums • Attenuation • Amplification	K	3
18	B: 2(vi)	5.1 Networks	ii) Describe the uses of networks	A	3
19	B: 2(vii)	3.2 Spreadsheet	i) Know the Basics of Spreadsheet • Naming cell and sheets • Filling column and rows • Addressing cells (Relative and absolute addresses) • Paste special ii) Work with functions and formulas	A	3
20	B: 2(viii)	6.3 Authentication Mechanisms	iii) Explain in detail the following authentication methodologies • Username and password • Personal Identification Number (PIN) • Access cards • Biometrics	K+A	3
21	B: 2(ix)	4.1 Basics of Communication	iv) Describe the following modes of data communication • Synchronous transmission • Asynchronous transmission 4	U	3
22	B: 2(x)	1.2 Role of compute	ii) Know the scope of the following careers in IT: • Software Engineer - Programmer - System Analyst	U	3
23	B: 2(xi)	6.4 Computer Ethics	ii) Discuss the following areas of computer ethics • Information accuracy • Information ownership/ Intellectual property rights • Software piracy • Information privacy	U	3
24	B: 2(xii)	2.1 Introduction	iii) Differentiate between common types of O.S. • Command Line Interface (CLI) - DOS - Unix • Menu Driven Interface (Novel , DOS)	U	3

			<ul style="list-style-type: none"> • Graphical User Interface (GUI) - Macintosh - Linux - Windows 		
25	B: 2(xiii)	6.1 Computer Security 6.2 Computer Viruses	iii) Explain the Following attacks: <ul style="list-style-type: none"> • Virus • Worm • Adware • Spyware • Malware iii) Know that the following software can help safeguard against viruses, worms, adware and spyware: <ul style="list-style-type: none"> • Antivirus • Anti Spyware 	K	3
26	C: 3	4.2 Transmission Medium	iii) Discuss the following unguided media <ul style="list-style-type: none"> • Radio waves • Microwave • Infra-red • Satellite 	U+A	8
27	C: 4	5.3 Communication over the Networks	i) Explain the following types of lines which use the telephone networks for data communications • Dial-up lines • Digital Subscriber Line (DSL) • Integrated Services Digital Network (ISDN) lines • CDMA	U	2 2 2 2
28	C: 5	2.2 Operating System	ii) Describe the following types of O.S. <ul style="list-style-type: none"> • Batch processing • Time sharing processing 	K	4 4

*** Student Learning Outcomes**

National Curriculum for Computer Sciences Grades IX-XII, 2009

(Page no. 26-36)

****Cognitive Level**

K: Knowledge

U: Understanding

A: Application

COMPUTER SCIENCE SSC-I

Table of Specifications

Assessment Objectives		Unit 1: Fundamentals of Computer (15%)	Unit 2: Fundamentals of Operating Systems (15%)	Unit 3*: Office Automation (25%)	Unit 4: Data Communication (20%)	Unit 5: Computer Networks (15%)	Unit 6: Computer Security and Ethics (10%)	Total Marks: 75 (55 T + 20 P)		Percentage: 100%
Knowledge based	Section A	Q1 (2) (01)			Q1 (5) (01) Q1 (6) (01)		Q1 (10) (01)	4	22.5	30%
	Section B	Q2 (ii) (03)			Q2 (v) (03)		Q2 (viii) (1.5) Q2 (xiii) (03)	10.5		
	Section C		Q5 (08)					8		
Understanding based	Section A	Q1 (9) (01)	Q1 (8) (01)	Q1 (12) (01)		Q1 (1) (01) Q1 (4) (01) Q1 (7) (01) Q1 (11) (01)		7	39	52%
	Section B	Q2 (i) (03) Q2 (iv) (02) Q2 (X) (03)	Q2 (iii) (03) Q2 (xii) (03)		Q2 (ix) (03)		Q2 (xi) (03)	20		
	Section C				Q3 (04)	Q4 (08)		12		
Application based	Section A			Q1 (3) (01)				1	13.5	18%
	Section B	Q2 (iv) (01)		Q2 (vii) (03)		Q2 (vi) (03)	Q2 (viii) (1.5)	8.5		
	Section C				Q3 (04)			4		
Total marks		14	15	05	16	15	10	75		100%

*Unit-3: is all practical so it's 20% covered in practical paper and 5% in theory paper

KEY:

1(1)(01)

Question No (Part No.) (Allocated Marks)

Version No.			

ROLL NUMBER						



0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

Answer Sheet
No. _____

Sign. of
Candidate _____

Sign. of
Invigilator _____

MATHEMATICS SSC-I

(Science Group) (Curriculum 2006)

SECTION – A (Marks 15)

Time allowed: 20 Minutes

Section – A is compulsory. All parts of this section are to be answered on this page and handed over to the Centre Superintendent. Deleting/overwriting is not allowed. **Do not use lead pencil.**

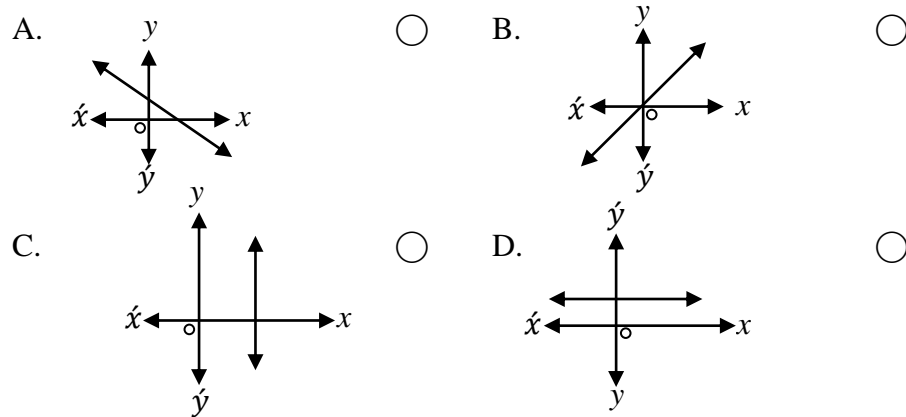
Q.1 Fill the relevant bubble for each part. All parts carry one mark.

- (1) Which one of the following represents an identity matrix?
- A. $\begin{bmatrix} 1 & 0 \\ 0 & 2 \end{bmatrix}$ ☐ B. $\begin{bmatrix} 2 & 0 \\ 0 & 2 \end{bmatrix}$ ☐
- C. $\begin{bmatrix} 1 & 1 \\ 0 & 0 \end{bmatrix}$ ☐ D. $\begin{bmatrix} 1 & 0 \\ 0 & 1 \end{bmatrix}$ ☐
- (2) Which one of the following options is the real part of $5i(3 - 2i)$?
- A. -10 ☐ B. 10 ☐
- C. 15 ☐ D. -5 ☐
- (3) The scientific notation of 537.1 is:
- A. 5.371×10^2 ☐ B. 5.371×10^3 ☐
- C. 5.371×10^{-2} ☐ D. 5.371×10^{-3} ☐
- (4) Which one of the following is a polynomial?
- A. $x^3 + 3x^2 - 5$ ☐ B. $x^3 + 3x^{-2} - 5$ ☐
- C. $x^{3/2} + 3x^2 - 5$ ☐ D. $x^2 + 3x^{-1/2} - 5$ ☐
- (5) The expansion of $(x - 1)^3$ is:
- A. $x^3 + 3x^2 - 3x + 1$ ☐ B. $x^3 - 3x^2 + 3x - 1$ ☐
- C. $x^3 - 3x^2 - 3x + 1$ ☐ D. $x^3 - 3x^2 - 3x - 1$ ☐
- (6) The multiplicative factors of $(2x^2 - 18)$ are:
- A. $2(x - 3)(x - 3)$ ☐ B. $2(x - 3)(x + 3)$ ☐
- C. $(\sqrt{2}x - 9)(\sqrt{2}x - 9)$ ☐ D. $(\sqrt{2}x - 9)(\sqrt{2}x + 9)$ ☐

- (7) Let a, b be real numbers, then a is greater than b if the difference $a - b$ is positive and we denote this order relation by the inequality:

A. $a > b$ ☐ B. $a < b$ ☐
C. $b \geq a$ ☐ D. $b \leq a$ ☐

- (8) Which one of the following is a graph of $y = mx$?



- (9) The distance between the points $A(5,3)$ and $B(-5,7)$ is:

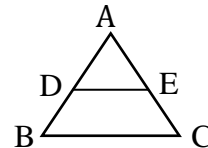
A. $10\sqrt{29}$ ☐ B. $4\sqrt{29}$ ☐
C. $8\sqrt{29}$ ☐ D. $2\sqrt{29}$ ☐

- (10) Which one of the following points lies on the line $x - 2y + 1 = 0$?

A. $(0, -1)$ ☐ B. $(-1, 0)$ ☐
C. $(1, 0)$ ☐ D. $(0, 1)$ ☐

- (11) In a given figure, If D and E are the mid points of the sides and $m\overline{DE} = 5\text{ cm}$ then $m\overline{BC} = ?$

A. 5 cm ☐ B. 10 cm ☐
C. 15 cm ☐ D. 2.5 cm ☐



- (12) What is the value of $|-a|$, where $a > 0$?

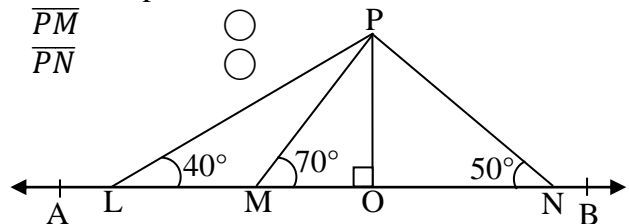
A. $-a$ ☐ B. $+a$ ☐
C. $-|a|$ ☐ D. \sqrt{a} ☐

- (13) Which one of the following side measures represents a right angled triangle?

A. 1, 2, 3 ☐ B. 2, 3, 5 ☐
C. 2, 4, 7 ☐ D. 3, 4, 5 ☐

- (14) In the figure given below, P is any point and AB is a line. Which one of the following is the shortest distance between the point P and the line AB ?

A. \overline{PO} ☐ B. \overline{PM} ☐
C. \overline{PL} ☐ D. \overline{PN} ☐



- (15) If P, Q and R are the collinear points then, which one of the following options is correct?

A. $|\overline{PQ}| + |\overline{QR}| = |\overline{PR}|$ ☐ B. $|\overline{PQ}|^2 + |\overline{QR}|^2 = |\overline{PR}|^2$ ☐
C. $|\overline{PQ}|^2 + |\overline{QR}|^2 \neq |\overline{PR}|^2$ ☐ D. $|\overline{PQ}| + |\overline{QR}| \neq |\overline{PR}|$ ☐



Federal Board SSC-I Examination
Mathematics Model Question Paper
(Science Group) (Curriculum 2006)

Time allowed: 2.40 hours

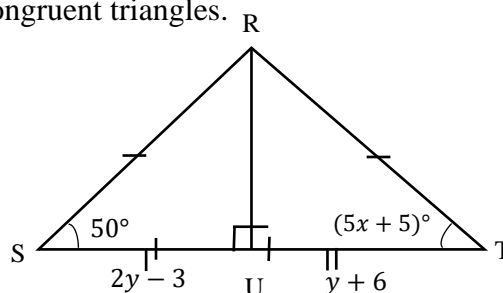
Total Marks: 60

Note: Attempt any nine parts from Section 'B' and any three questions from Section 'C' on the separately provided answer book. Write your answers neatly and legibly. Log book will be provided on demand.

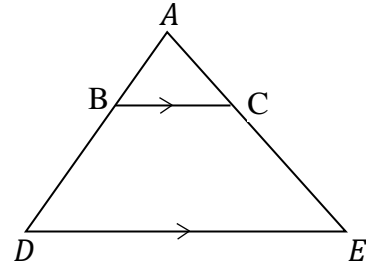
SECTION – B (Marks 36)

Q.2 Attempt any **NINE** parts from the following. All parts carry equal marks. ($9 \times 4 = 36$)

- i. If $A = \begin{bmatrix} 1 & 7 \\ 4 & 2 \\ 2 & 2 \end{bmatrix}$
- Find $|A|$
 - Is matrix **A** non-singular?
 - Find A^{-1} (multiplicative inverse)
- ii. Simplify using laws of exponents $\frac{(x^{m+n})^2 \times (x^{n+p})^2 \times (x^{p+m})^2}{(x^{m+n+p})^3}$
- iii. Simplify $\frac{2+6i}{3-i} - \frac{4-i}{3-i}$ and write answer in the form $a + bi$.
- iv. If $x = \frac{\sqrt{5}+\sqrt{3}}{\sqrt{5}-\sqrt{3}}$, find
- $\frac{1}{x}$
 - $x + \frac{1}{x}$
 - $x^3 + \frac{1}{x^3}$
- v. Factorize $(x+1)(x+3)(x+4)(x+6) - 119$
- vi. $f(x) = x^4 + 5x^3 - 8x^2 - 45x - 9$
- Find the remainder when $f(x)$ is divided by $(x-3)$.
 - Use the factor theorem to show that $(x+3)$ is a factor of $f(x)$.
- vii. Find HCF of the given polynomials by division method:
 $3x^3 + 5x^2 - 6x - 2$; $3x^3 - 5x^2 + 6x - 4$
- viii. Find the values of l and m for which the following expression
 $64x^4 + 153x^2 + 48x^3 + lx + m$ will become a perfect square.
- ix. Prove that, any point on the right bisector of a line segment is equidistant from its end points.
- x. Solve for x : $\frac{3|x-5|}{2} - 8 = 12 - |x-5|$
- xi. Simplify: $\frac{a+b}{a^2+b^2} \cdot \frac{a}{a-b} \div \frac{(a+b)^2}{a^4-b^4}$
- xii. Evaluate $\log 81$ to base $\sqrt[3]{3}$.
- xiii. Find the values of x and y for the given congruent triangles.



- xiv. In the given figure $m\overline{AB} = 5\text{cm}$, $m\overline{BD} = 10\text{cm}$, $m\overline{AE} = 18\text{cm}$.
Find $m\overline{AC}$, if $\overline{BC} \parallel \overline{DE}$



SECTION – C (Marks 24)

Note: Attempt any **THREE** questions. All questions carry equal marks. ($3 \times 8 = 24$)

- Q3. If $A = \begin{bmatrix} 1 & 3 \\ 2 & 4 \end{bmatrix}$ and $B = \begin{bmatrix} 5 & 7 \\ 6 & 8 \end{bmatrix}$ then verify the following:
 (a) $(AB)^t = B^t \cdot A^t$ (b) $A \cdot A^{-1} = A^{-1} \cdot A$
- Q4. Prove that in a right-angled triangle, the square of the length of hypotenuse is equal to the sum of the squares of the lengths of the other two sides.
- Q5. Prove that parallelograms on the same base and lying between the same parallel lines (or of the same altitude) are equal in area.
- Q.6 Find 'b' such that the points $A(2, b)$, $B(5, 5)$ and $C(-6, 0)$ are vertices of a right angled triangle ABC with $m\angle BAC = 90^\circ$.
- Q7. If $m\overline{ZX} = 5\text{cm}$, $m\angle X = 75^\circ$ and $m\angle Y = 45^\circ$
 a. Construct triangle XYZ .
 b. Draw perpendicular bisectors of the three sides of triangle XYZ .
 c. Are the perpendicular bisectors concurrent?

* * * * *

MATHEMATICS SSC-I

Student Learning Outcomes Alignment Chart (Curriculum 2006)

Sec-A	Q1	Contents and Scope	Student Learning Outcomes
	1	1.2 Types of Matrices	Define and identify row matrix, column matrix, rectangular matrix, square matrix, zero/null matrix, identity matrix, scalar matrix, diagonal matrix, transpose of a matrix, symmetric and skew-symmetric matrices.
	2	2.5 Complex Numbers 2.6 Basic Operations on Complex Numbers	ii) Recognize a as real part and b as imaginary part of $z = a + ib$. • Carryout basic operations (i.e. addition, subtraction, multiplication and division) on complex numbers.
	3	3.1 Scientific Notation	Express a number in standard form of scientific notation and vice versa.
	4	4.1 Algebraic Expressions	iii) Examine whether a given algebraic expression is a • polynomial or not, • rational expression or not.
	5	4.2 Algebraic Formulae	i) Know the formulas $(a + b)^3 = a^3 + 3ab(a+b) + b^3$ $(a - b)^3 = a^3 - 3ab(a-b) - b^3$ Find the value of $a^3 \pm b^3$ when the values of $a \pm b$ and ab are given.
	6	5.1 Factorization	Recall factorization of expressions of the following types. • $ka + kb + kc$ • $ac + ad + bc + bd$ • $a^2 \pm 2ab + b^2$ • $a^2 - b^2$ • $a^2 \pm 2ab + b^2 - c^2$
	7	7.3 Linear Inequalities	i) Define inequalities ($<$, $>$), (\leq , \geq).
	8	14.1 Cartesian Plane and Linear Graphs	x) Draw the graph of • an equation of the form $y = c$. • an equation of the form $x = a$. • an equation of the form $y = mx$. • an equation of the form $y = mx + c$.
	9	15.1 Distance Formula	iii) Use distance formula to find distance between two given points.
	10	14.1 Cartesian plane and Linear Graph	vii) Construct a table for pairs of values satisfying a linear equation in two variables.
	11	18.1 Parallelograms and Triangles	Prove the following theorem along with corollaries and apply them to solve appropriate problems. iii) The line segment, joining the midpoints of two sides of a triangle, is parallel to the third side and is equal to one half of its length.
	12	7.2 Equation involving	i) Define absolute value.

		Absolute Value	
	13	22.1 Pythagoras' Theorem	Prove the following theorem along with corollaries and apply them to solve appropriate problems. i) "In a right-angled triangle, the square of the length of hypotenuse is equal to the sum of the squares of the lengths of the other two sides" to solve appropriate problems.
	14	20.1 Sides and Angles of a Triangle	Prove the following theorem along with corollaries and apply them to solve appropriate problems. iv) From a point, out-side a line, the perpendicular is the shortest distance from the point to the line.
	15	15.2 Collinear Points	i) Define collinear points. Distinguish between collinear and non-collinear points.

Sec-B	i	1.5 Multiplicative Inverse of a Matrix	ii) Evaluate determinant of a matrix. iii) Define singular and non-singular matrices. v) Find multiplicative inverse of a non-singular matrix A.
	ii	2.4 Laws of Exponents/Indices	ii) Apply the laws of exponents to simplify expressions with real exponents.
	iii	2.5 Complex Numbers 2.6 Basic Operations on Complex numbers	ii) Recognize a as real part and b as imaginary part of $z = a + ib$. iii) Define conjugate of a complex number. Carryout basic operations on complex numbers
	iv	4.4 Rationalization	Explain rationalization (with precise meaning) of real numbers of the types $\frac{1}{a+b\sqrt{x}}$, $\frac{1}{\sqrt{x}+\sqrt{y}}$ and their combinations where x and y are natural numbers and a and b are integers
	v	5.1 Factorization	Type IV: $\begin{cases} (ax^2 + bx + c)(ax^2 + bx + d) + k, \\ (x + a)(x + b)(x + c)(x + d) + k, \\ (x + a)(x + b)(x + c)(x + d) + kx^2, \end{cases}$
	vi	5.2 Remainder Theorem and Factor Theorem	ii) Find remainder (without dividing) when a polynomial is divided by a linear polynomial. iv) State and prove factor theorem.
	vii	6.1 Highest Common Factor and Least Common Multiple	ii) Use factor or division method to determine highest common factor and least common multiple.
	viii	6.3 Square Root of Algebraic Expression	Find square root of algebraic expression by division.
	ix	19.1 Line Bisectors and Angle Bisectors	Prove the following theorems along with corollaries and apply them to solve appropriate problems. i) Any point on the right bisector of a line segment is equidistant from its end points.
	x	7.2 Equation involving Absolute Value	ii) Solve the equation, involving variable.
	xi	6.2 Basic Operations on Algebraic	Use highest common factor and least common multiple to reduce fractional expressions involving $+$, $-$, \times , \div .

		Fractions	
	xii	3.2 Logarithm	i) Define logarithm of a number to the base a as the power to which a must be raised to give the number (i.e. $a^x = y \Leftrightarrow \log_a y = x$, $a > 0$, $y > 0$ and $a \neq 1$).
	xiii	17.1 Congruent Triangles	Prove the following theorems along with corollaries and apply them to solve appropriate problems. ii) If two angles of a triangle are congruent then the sides opposite to them are also congruent.
	xiv	21.1 Ratio and Proportion	Prove the following theorem along with corollaries and apply to solve the appropriate problems. i) A line parallel to one side of a triangle, intersecting the other two sides, divides them proportionally.
Sec-C	Q 3	1.4 Multiplication of Matrices 1.5 Multiplicative Inverse of a Matrix	vii) Verify the result $(AB)^t = B^t A^t$. v) Find multiplicative inverse of a non-singular matrix A and verify that $AA^{-1} = I = A^{-1}A$ where I is the identity matrix.
	Q 4	22.1 Pythagoras' Theorem	Prove the following theorems along with corollaries and apply them to solve appropriate problems. i) In a right-angled triangle, the square of the length of hypotenuse is equal to the sum of the squares of the lengths of the other two sides. (Pythagoras' theorem).
	Q 5	23.1 Theorems Related with Area	Prove the following theorems along with corollaries and apply them to solve appropriate problems. i) Parallelograms on the same base and lying between the same parallel lines (or of the same altitude) are equal in area.
	Q 6	15.2 Collinear Points	iii) Use distance formula to show that the given three non-collinear points form: • an equilateral triangle, • an isosceles triangle, • a right angled triangle, • a scalene triangle.
	Q 7	29.1 Construction of Triangle	ii) Draw: • perpendicular bisectors of a given triangle and verify their concurrency.

MATHEMATICS SSC-I

Table of Specifications

	% age																			
Total marks for each assessment objective	33	29.7%																		
29. Practical Geometry - Triangles																				
23. Theorems Related with Area	5 (8)																			
22. Pythagoras Theorem.	4 (8)																			
21. Ratio & Proportion																				
20. Sides & Angles Of Triangle.																				
19. Line Bisectors & Angle Bisectors	2 ix (4)																			
18. Parallelograms & Triangles																				
17. Congruent Triangles																				
15. Introduction to Co-ordinate Geometry																				
14. Linear Graphs And Their Application																				
7. Linear Equations and Inequalities	1 (7) (1) 1 (12) (1)																			
6. Algebraic Manipulation	2 xi (4)																			
5. Factorization																				
4. Algebraic Expressions & Algebraic Formulas	1 (4) (1)																			
3. Logarithms	1 (3) (1) 2 xii (4)																			
2. Real and Complex Numbers																				
1. Matrices and Determinants	1 (1) (1)																			
Knowledge based																				
Understanding based	2 i (4) 3 (8)																			
Application based																				
Total marks for each topic	13																			

KEY:

1(1)(1)
Question No. (Part No.) (Allocated Marks)

Version No.			

ROLL NUMBER						



0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

Answer Sheet

No. _____

Sign. of

Candidate _____

Sign. of

Invigilator _____

PAKISTAN STUDIES SSC-I

SECTION – A (Marks 10)

Time allowed: 15 Minutes

Section – A is compulsory. All parts of this section are to be answered on this page and handed over to the Centre Superintendent. Deleting/overwriting is not allowed. **Do not use lead pencil.**

Q.1 Fill the relevant bubble for each part. All parts carry one mark.

- Ideology is a set of:

A. Customs and Traditions	<input type="radio"/>	B. History and Geography	<input type="radio"/>
C. Land and Environment	<input type="radio"/>	D. Ideas and Beliefs	<input type="radio"/>
- The first pillar of Islam is:

A. Tauheed	<input type="radio"/>	B. Namaz	<input type="radio"/>
C. Fasting	<input type="radio"/>	D. Zakat	<input type="radio"/>
- How many ministers from the Muslim League were included in the Interim Government of 1946?

A. Two	<input type="radio"/>	B. Three	<input type="radio"/>
C. Four	<input type="radio"/>	D. Five	<input type="radio"/>
- When was Simla Conference called by Lord Wavell?

A. 1942	<input type="radio"/>	B. 1945	<input type="radio"/>
C. 1947	<input type="radio"/>	D. 1930	<input type="radio"/>
- _____ area of Afghanistan separates Pakistan from the state of Tajikistan.

A. Ladakh	<input type="radio"/>	B. Wakhan	<input type="radio"/>
C. Gilgit-Baltistan	<input type="radio"/>	D. Kharan	<input type="radio"/>
- The underground water channel in Baluchistan is called:

A. Persian wheel	<input type="radio"/>	B. Karez	<input type="radio"/>
C. Tube wells	<input type="radio"/>	D. Springs	<input type="radio"/>
- The national animal of Pakistan is:

A. Markhor	<input type="radio"/>	B. Cheeta	<input type="radio"/>
C. Falcon	<input type="radio"/>	D. Panda	<input type="radio"/>

8. Six points formula was presented by:
- | | | | | | |
|----|------------------|-----------------------|----|---------------------|-----------------------|
| A. | Mujeeb-ur-Rehman | <input type="radio"/> | B. | Zulfiqar Ali Bhutto | <input type="radio"/> |
| C. | Maulana Bhashani | <input type="radio"/> | D. | Yahya Khan | <input type="radio"/> |
9. The electoral college for the election of President during Ayub Khan's era was:
- | | | |
|----|---------------------------------|-----------------------|
| A. | Members of National Assembly | <input type="radio"/> |
| B. | Members of Provincial Assembly | <input type="radio"/> |
| C. | Basic Democracies members | <input type="radio"/> |
| D. | Every adult citizen of Pakistan | <input type="radio"/> |
10. The Boundary Commission was headed by:
- | | | | | | |
|----|-----------------|-----------------------|----|----------------|-----------------------|
| A. | Stafford Cripps | <input type="radio"/> | B. | Lord Wavell | <input type="radio"/> |
| C. | Cyril Radcliffe | <input type="radio"/> | D. | A.V. Alexander | <input type="radio"/> |
-



Federal Board SSC-I Examination
Pakistan Studies Model Question Paper
(Curriculum 2006)

Time allowed: 2.15 hours

Total Marks: 40

Note: Answer any eight parts from Section 'B' and attempt any two questions from Section 'C' on the separately provided answer book. Write your answers neatly and legibly.

SECTION – B (Marks 24)

Q.2 Attempt any **EIGHT** parts from the following. All parts carry equal marks. (8 × 3 = 24)

- i. What are the basic sources of Pakistan's Ideology?
- ii. What is meant by Two Nation Theory?
- iii. Identify the administrative problems faced by Pakistan at the time of partition.
- iv. Describe the division of physical features of Pakistan.
- v. Write down the exact location of Pakistan according to longitude and latitude.
- vi. What was the basic conflict in the Jinnah-Gandhi talk?
- vii. What is the importance of Objectives Resolution in the constitutional history of Pakistan?
- viii. State any three Islamic Provisions of 1956 Constitution.
- ix. Into how many climatic regions Pakistan is divided?
- x. What are the basic reasons of water logging and salinity?
- xi. Write down any three important points of the comparison between the Cripps Offer and Cabinet Mission Plan.

SECTION – C (Marks 16)

Note: Attempt any **TWO** questions. All questions carry equal marks. (2 × 8 = 16)

Q.3 Explain the Ideology of Pakistan in the light of the Quaid-e-Azam's statements. (8)

Q.4 Describe the pattern of drainage system of Pakistan. (8)

Q.5 Compare and contrast the Constitutions of 1956 and 1962. (8)

* * * * *

PAKISTAN STUDIES SSC-I
Students Learning Outcomes Alignment Chart
(Curriculum 2006)

Section	Q #	Contents	Learning Outcomes
A	1-1	1.1: Definition, sources and significance of ideology	• Define the term ideology.
	(2)	1.2: Basis of Pakistan Ideology with particular reference to the basic values of Islam and economic deprivation of Muslims in India	Explain the ideology of Pakistan with reference to the basic values of Islam, and socio-cultural milieu of Muslim India.
	(3)	2.1: Pakistan Movement 1940-47 * Interim Government 1946-1947	Discuss the role of Interim Government in advancing the Pakistan cause.
	(4)	2.1: Pakistan Movement 1940-47 * Simla Conference (1945)	State the key features of the first Simla Conference (1945).
	(5)	3.1: Location	Identify the location of Pakistan with reference to latitudes and longitudes and in respects of its neighbours.
	(6)	3.2: Geographical Features * Glaciers and Drainage System	Describe the pattern of drainage system of Pakistan.
	(7)	3.3: Natural Vegetation and Wildlife * Wildlife	Identify the wild life of Pakistan and their habitat.
	(8)	4.3: Yahya Khan Regime, 1969– 71 * Separation of East Pakistan and Emergence of Bangladesh	Discuss the causes of separation of East-Pakistan.
	(9)	4.2: Ayub Khan Era, 1958-1969 * B.D. system	Comprehend the main features of Basic Democracies and their implications.
	(10)	4.1: Consolidation of the state and search for a constitution, 1947-58 * Early problems	Narrate the early problems with particular emphasis on Economic, Geo-political, Refugee, State and administrative problems.
B	2-i.	1.1: Definition, sources and significance of ideology	Identify the major sources of Pakistan Ideology
	ii.	1.3: Two nation theory origin and explication	Trace the origin and evolution of Two Nation theory with specific reference to economic and social deprivation of Muslims in India
	iii.	4.1: Consolidation of the state and search for a constitution * Early problems	Narrate the early problems with particular emphasis on Economic, Geo-political, Refugee, State and

			administrative problems.
	iv.	3.2: Geographical features * Landforms	Describe the major landform features of Pakistan
	v.	3.1: Location	Identify the location of Pakistan with reference to latitudes and longitudes and in respects of its neighbours.
	vi.	2.1: Pakistan Movement (1940-47) * Jinnah-Gandhi talks (1944)	Discuss the Congress alternative to Pakistan: C.R. Formula and Jinnah-Gandhi talks.
	vii.	4.1: Consolidation of the state and search for a constitution, 1947-58 ► Objectives Resolution	Explain the major features of Objectives Resolution (1949)
	viii.	4.1: Consolidation of the state and search for a constitution, 1947-58 * 1956 Constitution	Identify the main aspects of the 1956 Constitution.
	ix.	3.2: Geographical Features * Climatic conditions	Divide Pakistan into major climatic regions and briefly describe climatic characteristics of each region.
	x.	3.5: Major environmental Hazards and remedies, * Salinity and water logging * Deforestation * Desertification	Describe the problems associated with the use and conservation strategies for water, land, natural vegetation and wildlife
	xi.	2.1: Pakistan Movement (1940-47) * Cabinet Mission Plan 1946	Compare and contrast the Cripps' offer and Cabinet Mission Plan.
C	3	1.4: Pakistan Ideology * Allama Iqbal's and Quaid-e-Azam's pronouncements	Identify the concepts relating to Pakistan's Ideology in the pronouncements of Quaid-e-Azam and Allama Iqbal
	4	3.2: Geographical Features * Glaciers and Drainage System	Describe the pattern of drainage system of Pakistan
	5	4.1: Consolidation of the State and search for a constitution, 1947-58 * 1956 Constitution 4.2: Ayub Khan Era, 1958-1969 * 1962 Constitution	* Identify the main aspects of the 1956 Constitutions * Identify the main features of 1962 Constitutions

PAKISTAN STUDIES SSC I
Table of Specifications

Topics	1. Ideological Basis of Pakistan	2. Making of Pakistan	3. Land and Environment	4. History of Pakistan Part-I	Marks	% age
K (Knowledge Based)	1(1) (1) 1(2) (1)	1(3) (1) 1(4) (1)	1(5) (1) 1(7) (1) 2 (v) (3) 4 (8)	1(8) (1) 1(9) (1) 1(10) (1)	20	29.8%
U (Understanding Based)	2 (i) (3) 2 (ii) (3) 3 (8)	2 (vi)(3)	1(6) (1) 2 (iv) (3) 2 (x) (3)	2 (iii) (3) 2 (vii) (3) 2 (viii) (3)	33	49.3%
A (Application Based)		2 (xi) (3)	2 (ix) (3)	5 (8)	14	20.9%
TotalMarks	16	8	23	20	67	100%

KEY:

1(1)(1)

Question No. (Part No.) (Allocated Marks)

Version No.			

ROLL NUMBER						



0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

Answer Sheet No. _____

Sign. of Candidate _____

Sign. of Invigilator _____

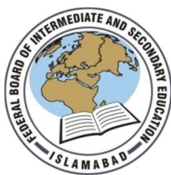
PHYSICS SSC–I
SECTION – A (Marks 12)
Time allowed: 15 Minutes

Section – A is compulsory. All parts of this section are to be answered on this page and handed over to the Centre Superintendent. Deleting/overwriting is not allowed. **Do not use lead pencil.**

Q.1 Fill the relevant bubble for each part. All parts carry one mark.

- If the number of vernier scale divisions is 20 and minimum main scale division is 1 mm, then Least count of vernier calipers is:
 A. 0.5 mm ☐ B. 0.05 mm ☐
 C. 0.01 mm ☐ D. 0.005 mm ☐
- Thermometer is used to measure:
 A. Internal energy ☐ B. Total energy ☐
 C. Heat ☐ D. Temperature ☐
- Which one of the following is a unit of momentum?
 A. Nm ☐ B. Ns ☐
 C. Nm⁻¹ ☐ D. Ns⁻¹ ☐
- In speed-time graph, graphic line inclined to time axis with positive slope, shows:
 A. Uniform Velocity ☐ B. Uniform Acceleration ☐
 C. Variable Acceleration ☐ D. Negative Acceleration ☐
- A body of mass 1500g is dropped from 20m high tower. It will reach the ground in:
 A. 6.5 seconds ☐ B. 5.0 seconds ☐
 C. 3.5 seconds ☐ D. 2.0 seconds ☐
- A boy is pulling a box with a force of 50N which makes an angle of 60° with the ground. Its perpendicular components are:
 A. 4.33N, 25N ☐ B. 25N, 43.3N ☐
 C. 28.3N, 40N ☐ D. 15.5N, 35.5N ☐
- Which one of the following is **NOT** true for couple acting on a steering wheel?
 A. $\Sigma F = 0$ ☐ B. $\Sigma \tau = 0$ ☐
 C. $\Sigma \tau \neq 0$ ☐ D. $\Sigma a = 0$ ☐

8. The mathematical form of an orbital velocity for a satellite revolving close to the Earth such that $R \gg h$ is:
- A. $V_0 = \sqrt{g_h(R + h)}$ ☐ B. $V_0 = \sqrt{GR}$ ☐
C. $V_0 = \sqrt{Gh}$ ☐ D. $V_0 = \sqrt{Rh}$ ☐
9. One horse power is equal to:
- A. 74.6 W ☐ B. 7.46×10^6 W ☐
C. 746 W ☐ D. 3.609 MW ☐
10. Hydraulic press is an application of:
- A. Archimedes' Principle ☐ B. Pascal's Law ☐
C. Principle of flotation ☐ D. Newton's Law ☐
11. What will be the value of coefficient of volume thermal expansion β for a solid for which coefficient of linear thermal expansion α has value of $4 \times 10^{-5} \text{K}^{-1}$?
- A. $12 \times 10^{-5} \text{K}^{-1}$ ☐ B. $6 \times 10^{-5} \text{K}^{-1}$ ☐
C. $4 \times 10^{-10} \text{K}^{-1}$ ☐ D. $8 \times 10^{-5} \text{K}^{-1}$ ☐
12. Land breeze and sea breeze are the result of:
- A. Conduction ☐ B. Convection ☐
C. Radiation ☐ D. Insulation ☐
-



Federal Board SSC-I Examination
Physics Model Question Paper
(Curriculum 2006)

Time allowed: 2.45 hours

Total Marks: 53

Note: Answer any eleven parts from Section 'B' and attempt any two questions from Section 'C' on the separately provided answer book. Write your answers neatly and legibly.

SECTION – B (Marks 33)

Q.2 Attempt any **ELEVEN** parts from the following. All parts carry equal marks.

(11 × 3 = 33)

- i. Differentiate between base physical quantities and derived physical quantities.
- ii. Sketch a speed time graph, depicting uniform acceleration and find distance from this graph.
- iii. Define momentum, write its formula and unit.
- iv. What will happen to a person sitting inside a bus when a bus turns a corner to the left suddenly?
- v. How does an artificial satellite keep on moving around the Earth?
- vi. Define Torque. Write its formula and unit.
- vii. Why the height of a racing car is kept as low as possible?
- viii. How does gravitational acceleration varies with altitude?
- ix. A force of 100N acts on a body of mass 20kg. The force accelerates the body from rest until it attains a velocity of 20ms^{-1} . Through what distance the force acts?
- x. Why are fossil fuels called non-renewable form of energy?
- xi. State Hook's Law and write its mathematical form.
- xii. What makes a sucker to be pressed on a smooth wall?
- xiii. Describe latent heat of fusion and latent heat of vaporization.
- xiv. How is evaporation used to produce cooling in a refrigeration process?
- xv. How is much heat lost in an hour through a glass window measuring 2.0m by 2.5m when inside temperature is 30°C and that of outside is 5°C , the thickness of the glass is 0.8cm and the value of thermal conductivity for glass is $0.8\text{Wm}^{-1}\text{K}^{-1}$?

SECTION – C (Marks 20)

Note: Attempt any **TWO** questions. All questions carry equal marks.

(2 × 10 = 20)

- Q.3**
- a. Derive third equation of motion using speed time graph for a uniformly accelerated body. (2+4)
 - b. How does friction play an important role in our daily life? (4)
- Q.4**
- a. Define resolution of a force. How can a force making an angle θ with x -axis, be resolved into its perpendicular components? (2+4)
 - b. Calculate mass of Earth using Newton's Law of gravitation. (4)
- Q.5**
- a. State and explain Archimedes' Principle. (2+4)
 - b. How much ice will melt by 5000J of heat? Latent heat of fusion of ice is 336000Jkg^{-1} . (4)

* * * * *

PHYSICS SSC-I
MODEL QUESTION PAPER SLOs
(Curriculum 2006)

SECTION – A

Q.1 Choose the correct answer A/B/C/D by filling the relevant bubble for each question.

1. Describe the working of Vernier calipers and screw gauge for measuring length.
2. List basic thermometric properties for a material to construct a thermometer
3. Define momentum, force, inertia, friction, centripetal force
4. Plot and interpret distance-time graph and speed-time graph
5. Solve problems related to freely falling bodies using 10 ms^{-2} as the acceleration due to gravity
6. Determine the magnitude and direction of a force from its perpendicular components
7. Demonstrate the role of couple in steering wheels and pedals.
8. Describe how artificial satellite keep on moving around the earth due to gravitational force
9. Define unit of power in SI unit and conversion in hp.
10. State that Hydraulic Press, Hydraulic Car lift and Hydraulic brakes operates on the principle that the fluid pressure is transmitted equally in all direction.
11. Describe qualitatively the thermal expansion of solids (linear and volumetric expansion)
12. State some examples of heat transfer by convection in everyday life

SECTION – B

Q.2 Attempt any **ELEVEN** parts from the following.

- i. Differentiate between base and derived physical quantities.
- ii. Plot and interpret distance-time graph and speed-time graph.
Calculate the area under speed-time graph to determine the distance traveled by themoving body.
- iii. Define momentum, force, inertia, friction, centripetal force.
- iv. State what will happen to you while you are sitting inside a bus when the bus
 1. start moving suddenly
 2. stop moving suddenly
 3. turns a corner to the left suddenly.
- v. Describe how artificial satellite keep on moving around the earth due to gravitational force.
- vi. Define moment of force or torque as moment = force x perpendicular distance from pivot to the line of action of force.
- vii. Explain effect of the position of the centre of mass on the stability of simple objects.
- viii. Explain that value of 'g' decreases with altitude from the surface of earth.
- ix. Calculate work done using equation
Work = force x distance moved in the direction of force.

- x. Describe the processes by which energy is converted from one form to another with reference to
 - fossil fuel energy
 - hydroelectric generation
 - solar energy
 - nuclear energy
 - geothermal energy
 - wind energy
 - biomass energy
- xi. State Hooke's law and explain elastic limit.
- xii. Explain that action of sucking through straw, dropper, syringe is due to atmospheric pressure.
- xiii. Describe heat of fusion and heat of vaporization (as energy transfer without a change of temperature for change of state).
- xiv. Describe the use of cooling caused by evaporation in refrigeration process without using harmful CFCs.
- xv. Solve problems based on thermal conductivity of solid conductors.

SECTION – C

Note: Attempt any **TWO** questions.

- Q.3**
- a. Derive equations of motion for a body moving with a uniform acceleration in a straight line using graph.
 - b. Describe advantages of friction in real world situations, as well as methods used to increase or reduce friction in these situations (e.g. advantageous of friction on the surface of car tyres (tyre tread), cycling, parachute, knots in string; disadvantages of, and methods of reducing friction between moving parts of industrial machines and on wheels spinning on axis).
- Q.4**
- a. Describe how a force is resolved into its perpendicular components. Determine the magnitude and direction of a force from its perpendicular components
 - b. Calculate mass of earth by using law of gravitation.
- Q.5**
- a. State Archimedes principle. Determine the density of an object using Archimedes Principle.
 - b. Solve numerical problems based on the mathematical relations learnt.

PHYSICS SSC-I
TABLE OF SPECIFICATION

Topics	Unit-1	Unit-2	Unit-3	Unit-4	Unit-5	Unit-6	Unit-7	Unit-8	Unit-9	Total marks	Percentage
Knowledge Based	1-1(1) 2-i(3)	2-iii(3)	1-3(1)	2-vi(3) 4 a(2)		1-9(1)	2-xi(3) 5 a(6)	1-2(1)		24	27.6%
Understanding based		1-4 (1) 1-5(1) 2-ii (3) 3 a(6)	2-v(3)	1-6(1) 1-7(1) 4 a(4)	1-8(1) 2-viii(3) 4 b(4)	2-ix(3) 2-x(3)		2-xiii(3) 1-11(1) 2-xiv(3) 5 b(4)	2-xv(3)	48	55.2%
Application Based			2-iv(3) 3 b(4)	2-vii(3)			1-10(1) 2-xii(3)		1-12(1)	15	17.2%
Total marks for each Unit	04	14	11	14	08	07	13	12	04	87	100%

KEY:

1-1(1)
Question No-Part No. (Allocated Marks)

STUDENT LEARNING OUTCOMES For Grades IX

Competency 1:	Reading and Thinking Skills
Standard 1:	All students will search for, discover and understand a variety of text types through tasks which require multiple reading and thinking strategies for comprehension, fluency and enjoyment.
Benchmark I:	Analyze patterns of text organization, and function of various devices used within and beyond a paragraph in a text.

Student Learning Outcomes
Grade IX
➤ Analyze passages in the text to identify the theme/ general subject, key idea/ central thought (a statement about the general subject), and supporting details.
➤ Analyze paragraphs to identify words, phrases or sentences that support the main idea through <ul style="list-style-type: none"> • definition • example/ illustration • cause and effect • comparison and contrast • facts, analogies, anecdotes and quotations.
➤ Identify and recognize the functions of <ul style="list-style-type: none"> • pronoun – antecedent relationships. • anaphoric and cataphoric references. • transitional devices used for coherence and cohesion at discourse level.
➤ Analyze the order of arranging paragraphs: <ul style="list-style-type: none"> • Chronological or spatial. • General to specific, specific to general. • Most important to least important and vice versa.

Benchmark II: Analyze complex processes, procedures, events, issues, and various viewpoints, applying reading comprehension and thinking strategies

Student Learning Outcomes Grade
Grade IX
➤ Use pre-reading strategies to <ul style="list-style-type: none"> • predict the content of a text from topic / picture, title / headings, key words and visuals etc. by using prior knowledge, asking questions and contextual clues.
➤ Skim text to <ul style="list-style-type: none"> • have general idea of the text. • infer theme/ main idea.
➤ Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to <ul style="list-style-type: none"> • scan to answer short questions. • make simple inferences using context of the text and prior knowledge. • distinguish between what is clearly stated and what is implied. • deduce meaning of difficult words from context. • use context to infer missing words. • read silently with comprehension and extract main idea and supporting detail. • scan to locate an opinion. • distinguish fact from opinion in letters to editors, texts supporting an opinion, etc. • locate examples to support an opinion e.g. a personal anecdote, quotations, examples and analogy, etc.

<ul style="list-style-type: none"> • recognize arguments and counter arguments. • explore viewpoints/ ideas and issues. • follow instructions in maps or user instruction manuals and forms related to extended social and academic environment. • comprehend/interpret text by applying critical thinking. • generate questions to understand text.
<ul style="list-style-type: none"> ➤ Use summary skills to <ul style="list-style-type: none"> • extract salient points and develop a mind map to summarize a text. • follow a process or procedure to summarize the information to transfer the written text to a diagram flow chart or cloze paragraph. ➤ Use critical thinking to respond orally and in writing to the text (post-reading) to <ul style="list-style-type: none"> • give a personal opinion and justify stance related to viewpoints/ ideas and issues in the text read. • relate what is read to his or her own feelings and experiences. • explore causes and consequences of a problem or an issue and propose various solutions. • evaluate material read.
<ul style="list-style-type: none"> ➤ Apply strategies to comprehend questions by marking key words, verbs and tenses in a variety of question types: <ul style="list-style-type: none"> • Literal/ textual/ factual • Interpretive • Inferential • Evaluative • Personal response • Open ended ➤ Respond orally and in writing.

Benchmark III: Analyze information from a visual cue or a graphic organizer to show complex processes, procedures, comparisons, contrasts, and cause and effect relationships

Student Learning Outcomes Grade
Grade IX
<ul style="list-style-type: none"> ➤ Interpret the situation in a visual cue and with the help of mind map giving vocabulary, structure and sensory details to write a short description. ➤ Analyze information in bar graphs, line graphs, and diagrams describing complex processes and procedures, comparisons and contrast to write a short written report. ➤ Organize information using various organizational patterns: sequence, comparison, contrast, classification, cause and effect. ➤ Recognize and use appropriate transitional words within and beyond paragraphs for better coherence and cohesion. ➤ Recognize and use appropriate conventions (format, style, expression)

Benchmark IV: Gather, analyze, evaluate and synthesize information to use for a variety of purposes including a research project using various aids and study skills

Student Learning Outcomes Grade
Grade IX
<ul style="list-style-type: none"> ➤ Use dictionaries to <ul style="list-style-type: none"> • locate guide words. • locate entry word. • choose appropriate word definition. • identify pronunciation through pronunciation key.

<ul style="list-style-type: none"> • identify syllable division, and stress pattern. • identify parts of speech. • identify correct spellings. • identify phrases through key words. • recognize abbreviations used in a dictionary. • locate phrases and idioms. • comprehend notes on usage. <p>➤ Locate appropriate synonyms and antonyms in a thesaurus.</p>
<p>➤ Use library skills to</p> <ul style="list-style-type: none"> • alphabetize book titles, words and names. • locate fiction and non fiction books / books by subject. • understand card catalogue. • locate and use card catalogue. • identify three kinds of catalogue cards i.e. author card, title card, subject card. • use case and shelf labels in the library. • use the reference section in the library. • use computer catalogue
<p>➤ Utilize effective study strategies e.g. note-taking / note-making, writing a summary and creating a mind map to organize idea</p>
<p>➤ Use textual aids such as table of contents, footnote, glossary, preface, sub headings etc. to</p> <ul style="list-style-type: none"> • comprehend texts. • identify and select relevant information in a book.
<p>➤ Utilize appropriate informational sources including encyclopedias and internet sources.</p>

Competency 1: Reading and Thinking Skills

Standard 2: All students will read and analyze literary text to seek information, ideas, enjoyment, and to relate their own experiences to those of common humanity as depicted in literature.

Benchmark I: Analyze short stories, poems, and essays; make connections between literary texts and their own lives

Student Learning Outcomes Grade
Grade IX
<p>➤ Read text to make predictions about story line / content, characters, using contextual clues and prior knowledge.</p> <p>➤ Analyze story elements: characters, events, setting, plot, theme, tone, point of view.</p> <p>➤ Identify the speaker or narrator in a selection.</p> <p>➤ Recognize the author's purpose and point of view.</p>
<p>➤ Read a text to</p> <ul style="list-style-type: none"> • make connections between their own lives and the characters, events, motives, and causes of conflict in texts. • make inferences and draw conclusion about character using supportive evidence from the text. • compare characters in a literary selection to near similar one's in real life.
<p>➤ Recognize genres of literature, fiction, nonfiction, poetry, legend, myth.</p>
<p>➤ Read a poem and give orally and in writing</p> <ul style="list-style-type: none"> • Theme and its development. • Personal response with justification. • Paraphrase/ summary
<p>➤ Read and analyze how a writer/ poet uses language to</p> <ul style="list-style-type: none"> • appeal to the senses through use of figurative language including similes and metaphors. • affect meaning through use of synonyms with different connotations and denotations. • create imagery.

- | |
|--|
| ➤ Read and recognize literary techniques such as repetition, personification and alliteration. |
|--|

Competency 2: Writing Skills

Standard 1: All students will produce with developing fluency and accuracy, academic, transactional and creative writing, which is focused, purposeful and shows an insight into the writing process.

Benchmark I: Analyze a variety of written discourse to use in their own compositions, techniques for effective text organization, development, and author's techniques that influence reader.

Student Learning Outcomes Grade
Grade IX
<ul style="list-style-type: none"> ➤ Develop focus for own writing by identifying audience and purpose. ➤ Select and use a variety of pre-writing strategies such as brainstorming, mind mapping, outlining etc.
<ul style="list-style-type: none"> ➤ Write a unified paragraph on a given topic to show <ul style="list-style-type: none"> • Clear topic sentence using specific words, vivid verbs, modifiers, etc. • Adequate supporting detail (example, illustration, definition, evidence, comparison, contrast, cause and effect, clarification, explanation) to develop the main idea. • Appropriate pronoun-antecedent relationship and transitional devices within a paragraph. • Chronological / sequential / spatial order of arranging detail. • Order of importance (most important to least important and vice versa, general to specific and vice versa).

Benchmark II: Write a variety of expository, persuasive, analytical essays, and personal narratives for different purposes and audiences

Student Learning Outcomes Grade
Grade IX
<ul style="list-style-type: none"> ➤ Analyze a simple sample book review of a story book to write one. ➤ Write a book review of a simple story book: <ul style="list-style-type: none"> • Write a summary of the book. • Gather information about the author. • Evaluate the plot, character and setting. • Prepare an outline for the book review. • Write, revise, and proof read the review
<ul style="list-style-type: none"> ➤ Analyze questions to write effective and focused answers of required length: <ul style="list-style-type: none"> • Mark key words. • Identify verbs and tenses. • Recognize question types such as <ol style="list-style-type: none"> i. Literal/ textual/ factual ii. Interpretive iii. Inferential iv. Evaluative v. Personal response vi. Open ended
<ul style="list-style-type: none"> ➤ Use summary skills to write summary/ précis of simple passages / poems. ➤ Use paraphrasing skills to paraphrase stanzas: <ul style="list-style-type: none"> • Mark thought groups in the stanza. • Restate the message in simple prose. • Replace poetic words with simple ones.

Benchmark III: Write expository, persuasive, analytical essays, and personal narratives to produce a variety of academic and creative texts for various audiences

Student Learning Outcomes Grade	
Grade IX	
➤	Write and revise applications to people in extended environment using correct format, layout and tone.
➤	Analyze and compare various informal emails to note differences of conventions, vocabulary, style and tone. Write informal emails in extended social and academic environment.
➤	Analyze various forms currently required in extended social and academic environment.
➤	Fill in forms legibly, following instructions and supplying correct information.

Benchmark IV: Plan and draft their writing; revise and edit for various organization patterns of sequence, comparison, contrast, classification, cause and effect, logical flow of ideas through flexible and clear signal and reference words, point of view, supporting evidence, overall effect, appropriate punctuation and vocabulary.

Student Learning Outcomes Grade	
Grade IX	
➤	Develop focus for own writing by identifying audience and purpose.
➤	Select and use a variety of pre-writing strategies such as brainstorming, mind mapping, outlining etc
➤	Plan, draft and revise writing to ensure that it <ul style="list-style-type: none"> • is focused, purposeful and reflects insight into the writing situation. • has an organizational pattern that reflects a clear overall progression of ideas through proper use of signal and reference words. • uses writing strategies as are appropriate to the purpose of writing. • has varied sentence structure and length. • has a good command of language with precision of expression.
➤	Proof read and edit their own, peers' and given texts for <ul style="list-style-type: none"> • faulty sentence structure. • errors of subject / verb agreement. • unclear pronoun reference. • errors of correct word form. • errors of punctuation and spelling.

Competency 3: Oral Communication Skills

Standard 1: All students will use appropriate social and academic conventions of spoken discourse for effective oral communication with individuals and in groups, in both informal and formal settings.

Benchmark I: Use extended linguistic exponents to communicate appropriately for various functions and cofunctions of advice, hopes, fears, queries, in extended social environment.

Student Learning Outcomes Grade	
Grade IX	
➤	Select and use appropriate expression for various functions: <ul style="list-style-type: none"> • Ask and respond to questions of academic and social nature. • Ask and express preferences, emotions, wishes needs and requirements by giving reasons. • Express satisfaction/ dissatisfaction, approval/ disapproval, and agreement/ disagreement (fully and partially) politely. • Express hopes and fears. • Express refusal politely.

- Seek and offer advice.
- Express personal needs, feelings, emotions and ideas.

Benchmark II: Demonstrate through formal talks, group oral presentations, informal interviews, the social and academic conventions and dynamics to communicate information/ ideas

Student Learning Outcomes Grade	
Grade IX	
➤ Demonstrate heightened awareness of conventions and dynamics of group discussion and interaction:	<ul style="list-style-type: none"> • Offer and respond to greetings, compliments, invitations, introductions and farewells. • Demonstrate an understanding of ways to show gratitude, apology, anger and impatience. • Ask, restate and simplify directions and instructions. • Present and explain one's point of view clearly. • Support or modify one's opinions with reasons. • Acknowledge others' contributions. • Agree and disagree politely at appropriate times. • Share information and ideas. • Clarify and restate information and ideas. • Modify a statement made by a peer. • Exhibit appropriate conventions of interruptions. • Negotiate solutions to problems, interpersonal misunderstandings, and disputes. • Express humour through verbal and non verbal means. • Summarize the main points of discussion for the benefit of the whole group. • Join in a group response at the appropriate time. • Use polite forms to negotiate and reach consensus.
➤ Identify and analyze appropriate expressions and interviewing techniques to conduct and give short interviews of a friend or relative on specific topics:	<ul style="list-style-type: none"> • Introduce self and others. • Prepare and ask relevant questions for an interview. • Give appropriate responses using reciprocal ability. • Make notes of the responses in an interview. • Respond appropriately and effectively to questions. • Use language that is appropriate. • Demonstrate sensitivity and respect to others. • Compile the oral responses of the interview in written form.
➤ Create and deliver simple group/ class presentations on various themes, problems and issues:	<ul style="list-style-type: none"> • Negotiate verbally to identify roles in preparations for presentations. • Present and explain one's point of view clearly. • Support or modify one's opinions with reasons. • Acknowledge others' contributions. • Present with clarity, the main point or subject of the presentation. • Support the topic or subject with effective factual information. • Structure ideas and arguments in a coherent logical fashion. • Exhibit appropriate etiquettes of interacting with audience. • Demonstrate appropriate conventions for use of various audio-visual aids.
➤ Evaluate to comment orally on the presentation of peers against a pre-developed student/ teacher criteria:	<ul style="list-style-type: none"> • Clear and cohesive main idea. • Consistent organization of ideas. • Sufficient supporting detail. • Effective speaking style. • Appropriate body language, dress and posture.

- Suitable tone.
- Appropriate interaction with audience.
- Appropriate selection and use of audio-visual aids.

Competency 4: Formal and Lexical Aspects of Language.

Standard 1, Pronunciation: All students will understand and articulate widely acceptable pronunciation, stress and intonation patterns of the English language for improved communication.

Benchmark I: Pronounce (acceptably) new words, and use appropriate stress and intonation pattern in sustained speech to communicate effectively.

Student Learning Outcomes Grade	
Grade IX	
➤	Use the pronunciation key (in a dictionary) to pronounce words with developing accuracy.
➤	Recognize silent letters in words and pronounce them with developing accuracy.
➤	Recognize, pronounce and represent primary and secondary stress in words. Refer to a dictionary, if required
➤	Recognize and use varying intonation patterns as aids in spoken and written discourse to <ul style="list-style-type: none"> • show attitude. • highlight focus in meaning. • divide speech into thought groups.

Competency 4: Formal and Lexical Aspects of Language

Standard 2, Vocabulary: All students will enhance vocabulary for effective communication.

Benchmark I: Analyze different kind of texts to identify how lexical items are used to convey different meanings; use lexical items in context and with correct spellings; use lexical items to show different meanings in their own speech and writing.

Student Learning Outcomes Grade	
Grade IX	
•	Enhance and use appropriate vocabulary and correct spelling in speech and writing: <ul style="list-style-type: none"> • Illustrate the use of dictionary for finding appropriate meaning and correct spellings. • Use a thesaurus to locate the synonyms closest to the meaning of the given word in the context. • Examine and interpret transitional devices that show comparison, contrast, reason, concession, condition, emphasis. • Deduce the meaning of unfamiliar words from the context using contextual clues. • Analyze and understand common roots and use that knowledge to recognize the meaning of new words. • Analyze and understand common prefixes and suffixes; use that knowledge to determine the meaning of unfamiliar words. • Understand connotations and denotations; explore the use of synonyms with varying shades of meaning used for various purposes e.g. propaganda, irony, parody and satire. • Examine and focus the vocabulary that indicates the writer's attitude. • Recognize words that vary in meaning according to their connotations. • Use appropriate connotation in their own writing. • Identify and avoid verbosity; use one word substitution, eliminate redundancy.
•	Show cultural and gender sensitivity by making appropriate adjustments in language for social, academic and daily life situations. <ul style="list-style-type: none"> • Understand that cognates increase comprehension of spoken and written languages. Identify commonly occurring cognates in English and Urdu. <ul style="list-style-type: none"> ➤ Translate passages from English to Urdu: • Use the knowledge of literal and figurative meaning, grammatical gender and syntax to translate passages from English to Urdu.

- Understand that most phrases and idioms do not translate literally from one language to another.

Competency 4: Formal and Lexical Aspects of Language

Standard 3, Grammar and Structure: All students will understand grammatical functions and use the principles of grammar, punctuation, and syntax for developing accuracy in their spoken and written communication.

Benchmark I: Recognize grammatical functions and concepts of tense and aspect, selected transitional devices and modal verbs, and use them in their speech and writing.

Student Learning Outcomes Grade
Grade IX
NOUNS, NOUN PHRASES AND CLAUSES <ul style="list-style-type: none"> ➤ Demonstrate use of more collective, countable and uncountable, material and abstract nouns. ➤ Apply rules of change of number of nouns learnt earlier. ➤ Recognize and demonstrate use of some nouns that change meaning in the plural form e.g. arm-arms (a part of body), arms (weapons).
PRONOUNS <ul style="list-style-type: none"> ➤ Illustrate use of pronouns learnt earlier. ➤ Identify, and demonstrate use of relative pronouns. ➤ Recognize the rules for using indefinite pronouns. ➤ Illustrate use of pronoun-antecedent agreement. ➤ Illustrate use of anaphoric and cataphoric references.
ARTICLES <ul style="list-style-type: none"> ➤ Apply rules for use of a, an and the, wherever applicable in speech and writing.
VERBS AND VERB PHRASES <ul style="list-style-type: none"> ➤ Illustrate use and functions of all modal verbs. ➤ Illustrate use of regular and irregular verbs in speech and writing. ➤ Illustrate use of transitive and intransitive verbs. ➤ Make and use present and past participles. ➤ Illustrate use of infinitives and infinitive phrases. ➤ Illustrate use of gerunds and gerund phrases.
TENSES <ul style="list-style-type: none"> ➤ Illustrate use of tenses learnt earlier. ➤ Identify, change the form of, and use Present and Past Perfect Continuous tenses
ADJECTIVES AND ADJECTIVE PHRASES AND CLAUSES <ul style="list-style-type: none"> ➤ Classify adjectives into different types. Change and use degrees of adjectives. ➤ Follow order of adjectives in sentences. ➤ Form adjectives from nouns and verbs. ➤ Use adjective phrases and clause
PREPOSITIONS AND PREPOSITIONAL PHRASES <ul style="list-style-type: none"> ➤ Illustrate the use of prepositions of position, time and movement and direction.
TRANSITIONAL DEVICES <ul style="list-style-type: none"> ➤ Use transitional devices learnt earlier

Benchmark II: Recognize and use punctuation including use of commas in phrases, complex clauses and sentences

Student Learning Outcomes Grade
Grade IX
<ul style="list-style-type: none"> ➤ Apply rules of capitalization wherever applicable. ➤ Illustrate use of punctuation marks learnt earlier. ➤ Recognize and rectify faulty punctuation in given passages and own work ➤ Recognize and use hyphen to indicate the division of a word at the end of a line.

- Recognize and use dash as a separator to indicate that a sentence has been broken off, or to indicate a new direction of thought.
- Recognize and use parenthesis (Round Brackets) to
 - enclose numbers or letters in enumerations in the text.
 - express an amount in numbers previously expressed in words.
 - mark off explanatory or supplementary material.
- Recognize and use omission marks or ellipses to signify the omission or deletion of letters or words in sentences.

Benchmark III: Analyze sentence types and structure, recognize and apply the concept and function of coordination and subordination in extended writing tasks

Student Learning Outcomes Grade	
Grade IX	
SENTENCE STRUCTURE	<ul style="list-style-type: none"> ➤ Analyze sentences for clauses and phrases. Identify and differentiate between main, subordinate and relative clause
TYPES OF SENTENCES	<ul style="list-style-type: none"> ➤ Classify, use, convert and make declarative (affirmative and negative), interrogative, exclamatory, and imperative sentences. ➤ Identify and differentiate between simple, compound and complex sentences.
	<ul style="list-style-type: none"> ➤ Use active and passive voice appropriately in speech and writing according to the required communicative function.

Competency 5: Appropriate Ethical and Social Development

Standard 1: All students will develop ethical and social attributes and values relevant in a multicultural, civilized society

Please note: This competency will be developed and incorporated across the other four competencies; hence, the teaching and learning of the appropriate values and attributes is to be embedded in the chosen themes and topics of the reading texts, and through writing and speaking activities performed in the learning environment of the class.

Benchmark I: Recognize and practice values and attributes such as tolerance, humanism, patience, equity, justice, honesty, empathy, etc., relevant for peaceful coexistence between individuals, groups and nations.

Benchmark II: Develop and portray through actions, a sense of importance of individual worth; simultaneously valuing diversity and equality among people.

Benchmark III: Understand and evaluate contemporary social, economic and scientific developments/ issues so as to participate in the global society as aware and thinking individuals.

POLICY GUIDELINES

Paper Pattern and Distribution of Marks (Curriculum-2006) English SSC-I

The question paper is organized into three sections, namely: "Section A, B & C". Questions posed may be of the IQ level of SSC-I students with regard to content and difficulty level. Distribution of the questions with respect to cognitive domain shall approximately be 30% Knowledge (K), 50% Understanding (U) and 20% Application (A).

SECTION – A(Marks 15)

While writing MCQs, sufficient representation may be given to the various assessable areas of competencies and their SLOs.

SECTION – B(Marks 40)

Q.2	This part of the question paper will consist of a comprehension passage of 250 to 350 words having equal level of difficulty as taught in classroom appending seven questions of varying SLOs and Cognitive Domains of learning. The students are required to answer five parts including compulsory Question (i) about summary writing bearing six marks. The other parts will be of three marks each. The passage of SSC-I level will be aligned with themes and subthemes mentioned in the curriculum. The religious, ethnic and gender biases will be taken into consideration while selecting the passage.	6 +4x3=18
Q.3	a. Candidates are required to paraphrase a given stanza of difficulty level of SSC-I.	3 Marks
	b. Candidates are required to answer variety of questions based on the given stanza aligned with the SLOs. Questions related to the theme, values, central ideas, figures of speech, vocabulary, subject matter and any other identical SLOs based area of given stanza/stanzas will be included.	6 Marks
Q.4	a. This part of question shall preferably consist of five sentences. Candidates are required to change voice of the given sentences. (Other identical grammatical areas mentioned in bifurcated SLOs for SSC-I may also be asked.)	5 Marks
	b. This part of question shall preferably consist of seven sentences. Candidates are required to use correct form of verbs/verbal/phrases or other identical nature of grammatical items mentioned in SLOs for SSC-I as the situation may be. They are required to complete any five from the given sentences.	5 Marks
	c. This part of question requires the candidates to punctuate a given unseen paragraph/lines containing six mistakes / omissions of punctuation.	3 Marks

SECTION – C(Marks 20)

Q.5	Candidates are required to compose and write an informal email/application.			8 Marks
From:(sender's address)			abc@gmail.com	0.5
To: (recipient's address)			def@gmail.com	0.5
Date			20 th November	0.5

		2021	
Blank line			
(Salutation)		Dear friend/uncle/	0.5
Body of the email	5.0	Yours sincerely	0.5
i. Opening		X.Y.Z.	0.5
ii. Main body			
iii. Conclusion/closing			
OR			
Candidates are required to write an informal email/application.			8 Marks
Note: Either informal email/application can be given.			
Inside address			01 Marks
Subject	0.5	Salutation	0.5
Body of the application	5.0	Yours obediently	0.5
		X.Y.Z.	
		Date	0.5

(Marks for the format SHALL ONLY BE AWARDED if the body of the email/application is written relevantly.

Q.6	Candidates are required to write a paragraph of about 80 to 100 words in length on any one of the two given topics.	6 Marks
Q.7	<p>Candidates are required to translate a passage from English to Urdu.</p> <p style="text-align: center;">OR</p> <p>Write a dialogue on a given topic. (At least EIGHT sets of conversation relevant to topic other than the opening and closing)</p>	6 Marks

Version No.				ROLL NUMBER						



0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9

Answer Sheet

No. _____

Sign. of

Candidate _____

Sign. of

Invigilator _____

ENGLISH COMPULSORY SSC-I

SECTION – A (Marks 15)

Time allowed: 20 Minutes

Section – A is compulsory. All parts of this section are to be answered on this page and handed over to the Centre Superintendent. Deleting/overwriting is not allowed. **Do not use lead pencil.**

Q.1 Fill the relevant bubble for each part. Each part carries one mark.

- (1) Identify the transitional device of sequencing used in one of the following sentences:
 - A. He always comes late. ☐
 - B. He is honest but his friend is not. ☐
 - C. In brief, the story is interesting. ☐
 - D. He was late, therefore, he was punished. ☐
- (2) Narrative literature created from the imagination, not presented as fact, though it may be based on a true story or situation is called:
 - A. poetry ☐
 - B. myth ☐
 - C. fiction ☐
 - D. legend ☐
- (3) Recognize the use of personification in one of the following sentences:
 - A. The story jumped off the page. ☐
 - B. He is as slippery as a fish. ☐
 - C. He is the moon for his mother. ☐
 - D. She is thin like a string. ☐
- (4) The **debris** on the stadium floor included numerous paper cups, ticket stubs and cigarette butts. The underlined word refers to:
 - A. wreckage ☐
 - B. splinters ☐
 - C. trash ☐
 - D. garbage ☐
- (5) Can you **deduce** meaning from the textual clue? The underlined word means:
 - A. infer ☐
 - B. forecast ☐
 - C. determine ☐
 - D. intercept ☐
- (6) Mr. Alace is a **snake**, you should beware of him. Negative connotation of the underlined word is:
 - A. cunning ☐
 - B. poisonous ☐
 - C. cheater ☐
 - D. scaly ☐

- (7) Which one of the following is the correct word that means water tank for fish, formed from the stem word, "aqua"?
- | | | | | | |
|----|-----------|-----------------------|----|----------|-----------------------|
| A. | aquaria | <input type="radio"/> | B. | aquatic | <input type="radio"/> |
| C. | aquaplane | <input type="radio"/> | D. | aquarius | <input type="radio"/> |
- (8) Which one of the modal verbs used in the sentences below shows the function of ability?
- | | | |
|----|--|-----------------------|
| A. | You needn't worry. | <input type="radio"/> |
| B. | I tried my best but couldn't pick it up. | <input type="radio"/> |
| C. | You have to leave this place. | <input type="radio"/> |
| D. | May I come in sir? | <input type="radio"/> |
- (9) Which one of the following sentences has the use of transitive verb?
- | | | |
|----|---|-----------------------|
| A. | The train arrives at 3 p.m. | <input type="radio"/> |
| B. | Sorry, but I have to leave. | <input type="radio"/> |
| C. | She lives on the East side of the city. | <input type="radio"/> |
| D. | She left the keys on the table. | <input type="radio"/> |
- (10) Identify the preposition of time used in one of the following sentences:
- | | | |
|----|---|-----------------------|
| A. | The bank is on the Faisal lane. | <input type="radio"/> |
| B. | He left for Karachi on Monday. | <input type="radio"/> |
| C. | He is often on bed rest. | <input type="radio"/> |
| D. | You stand on the other side of the fence. | <input type="radio"/> |
- (11) Identify the indefinite pronoun used in one of the following sentences:
- | | | |
|----|---------------------------------------|-----------------------|
| A. | I did this work myself. | <input type="radio"/> |
| B. | This is not my fault. | <input type="radio"/> |
| C. | No one could answer. | <input type="radio"/> |
| D. | Which is the shortest way to the zoo? | <input type="radio"/> |
- (12) Sort out adjective of quantity from the following options:
- | | | |
|----|-----------------------------|-----------------------|
| A. | Some people are born great. | <input type="radio"/> |
| B. | He bought some sugar. | <input type="radio"/> |
| C. | Some books were stolen. | <input type="radio"/> |
| D. | Something went wrong. | <input type="radio"/> |
- (13) Which one of the following sentences has the use of Abstract noun?
- | | | |
|----|--------------------------------|-----------------------|
| A. | Honesty is the best policy. | <input type="radio"/> |
| B. | Humpty Dumpty sat on the wall. | <input type="radio"/> |
| C. | He found water from nowhere. | <input type="radio"/> |
| D. | Give me your pen. | <input type="radio"/> |
- (14) Which one of the following is a complex sentence?
- | | | |
|----|--|-----------------------|
| A. | He is doing his work. | <input type="radio"/> |
| B. | Stay here or go to your home. | <input type="radio"/> |
| C. | If he comes, I will go. | <input type="radio"/> |
| D. | I bought ticket and boarded the train. | <input type="radio"/> |
- (15) Which one of the following sentences has an adjective phrase?
- | | | |
|----|---------------------------------|-----------------------|
| A. | He bought a car of a new model. | <input type="radio"/> |
| B. | The dog chased him everywhere. | <input type="radio"/> |
| C. | He wanted to go home. | <input type="radio"/> |
| D. | The kite flies up and up. | <input type="radio"/> |

* * * * *



Federal Board SSC-I Examination
English (Compulsory) Model Question
Paper(Curriculum 2006)

Time allowed: 2.40 hours

Total Marks: 60

Note: Answer the questions in sections 'B' and 'C' at the place specified for it therein on the separately provided E-Sheet. Write your answers neatly and legibly.

SECTION – B (Marks 40)

Q.2 Read the following passage carefully and answer any **FIVE** questions including **Question No.(i)** appended to it.

Note: Question (i) about summary writing is compulsory carrying 06 marks while rest of the questions carry 03 marks each. **(6 + 4x 3 = 18)**

The entire journey of the great leader's struggle for a separate homeland for the Muslims of the subcontinent was based on the pivot of the Muslim unity and the oneness as a nation. He talked about Pakistan in such clear terms that even a common man could understand it.

"We are a nation," he affirmed three years before the birth of Pakistan, "with our own distinctive culture and civilization, language and literature, art and architecture, names and nomenclature, sense of values and proportion, legal laws and moral codes, customs and calendar, history and traditions, aptitude and ambitions – in short, we have our own distinctive outlook of life."

The ideology of Pakistan was based on the fundamental principle that the Muslims are an independent nation. Any attempt to merge their national and political identity will be strongly resisted.

Quaid-e-Azam was a man of strong faith and belief. He firmly believed that the new emerging state of Pakistan based on the Islamic principles would reform the society as a whole. In his Eid message, September 1945, Quaid-e-Azam said, "Islam is a complete code regulating the whole Muslim society, every department of life collectively and individually."

Today the Quaid's Pakistan is facing numerous challenges. We have forgotten how much struggle the Muslims had made under the dynamic leadership of Quaid-e-Azam Muhammad Ali Jinnah. We can overcome our present difficulties by following the Quaid's golden motto, "Faith, Unity and Discipline". We can make our nation strong by remembering his advice to the youth, "It is now up to you to work, work and work; and we are bound to succeed."

QUESTIONS:

- Write down the summary of the passage. Also suggest a suitable title. (5+1=6)
- Point out the Quaid's adherence to Islamic Ideology as mentioned in the passage.
- How does the Quaid's view of the ideology of Pakistan serve as a guiding principle for our nation building efforts?
- Does the Quaid consider Islam just a religion or a complete system of guidance covering all aspects of individual and social life? Explain.

- v. What is the Quaid's golden motto? What will happen if we follow this motto?
- vi. What is the importance of work as pointed out in the passage?
- vii. Write down the meanings of underlined words from the context.

Q. 3 a. Paraphrase any **ONE** of the following stanzas: **(3)**

I. My little horse must think it queer
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year.

OR

II. The day is cold, and dark, and dreary;
It rains, and the wind is never weary;
The vine still clings to the mouldering wall,
But at every gust the dead leaves fall,
And the day is dark and dreary.

b. Read the following stanza carefully and answer the questions given at the end: **(6)**

I. The angel wrote, and vanished. The next night
It came again with a great wakening light,
And showed the names whom love of God had blest,
And lo! Ben Adhem's name led all the rest.

QUESTIONS:

- i. Write down the rhyme scheme of the stanza. (1)
- ii. Who wrote the names of the people who are blessed with God's love?(1)
- iii. Give meanings of the underlined words. (1)
- iv. What did the angel show to Ben Adhem? (1)
- v. Why was About Ben Adhem's name on the top of the list? (2)

OR

II. For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

QUESTIONS:

- i. Write down the rhyme scheme of the stanza. (1)
- ii. What flashes upon the inward eye of the poet? (1)
- iii. Give meanings of the underlined words. (1)
- iv. Which poetic device has been used in the last line of the stanza? (1)
- v. How does the poet enjoy the company of daffodils? (2)

Q.4 a. Fill in the blanks to complete the process of washing clothes in a machine.

Use the passive voice form of the verbs given in brackets. **(5)**

Dirty clothes are _____(take) for washing. Clothes are
_____ (separate) on the basis of texture, colour, etc. Each pile
is _____ (put) in the washing machine tub. Then the
detergent powder is _____(add). Once the washing is over the
clothes are _____ (remove) from the tub and hung for drying.

- b. Use the Verbs given in the brackets as present and past participles. (any **FIVE**) (5)
- When I am tired, I enjoy _____ television. (watch)
 - I'm not in a hurry. I don't mind _____. (wait)
 - They don't have much money. They can't afford _____ out. (go)
 - I wish that dog would stop _____. It is driving me mad. (bark)
 - Hurry up! I don't want to risk _____ the train. (miss)
 - Where are the chocolates? Have you _____ them all?(eat)
 - How is your new job? Are you _____ it?(enjoy)

- c. Punctuate the following para/line(s): (3)

looking straight at her he said I cant help you i don't like this one said ayesha

SECTION – C (Marks 20)

- Q.5** Write an email to your sister congratulating her on her success in the speech competition.

OR

Write an application for two days leave for attending your brother's marriage.(8)

- Q.6** Write a paragraph of about 80 to 100 words on any **ONE** of the following: (6)
Good Manners **OR** **Green Pakistan**

- Q.7** Translate the following passage into Urdu: (6)

Urdu is a national language of Pakistan but English is an official language of Pakistan. In the present age, the importance of English language has increased. This language is important in a sense that books on modern branches of knowledge are written in it. In our country, an English Speaker is regarded as scholar. For going abroad, English language learning is necessary. It is an international language.

OR

Write a dialogue between a brother and a sister on the use of Mobile Phones.

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ENGLISH (COMPULSORY) SSC-I
Student Learning Outcomes
(Curriculum 2006)

S #	Q No.	Competency No.	Standard No.	Bench Mark No.	Student Learning Outcomes	Cognitive Level **	Allocated Marks in Paper
1.	Q-1 (1)	1	1	I	Identify and recognize the functions of Transitional devices used for coherence and cohesion.	K	1
2.	Q-1 (2)	1	2	I	Recognize genres of literature, fiction, nonfiction, poetry, legend, myth.	K	1
3.	Q-1 (3)	1	2	1	Read and recognize literary techniques such as repetition, personification and alliteration	K	1
4.	Q-1 (4)	4	2	1	Enhance and use appropriate vocabulary and correct spelling in speech and writing: ► Deduce the meaning of unfamiliar words from the context using contextual clues.	K	1
5.	Q-1 (5)	4	2	I	Enhance and use appropriate vocabulary and correct spelling in speech and writing: ► Understand connotations and denotations; explore the use of synonyms with varying shades of meaning used for various purposes	U	1
6.	Q-1 (6)	4	2	I	Enhance and use appropriate vocabulary and correct spelling in speech and writing: ► Recognize words that vary in meaning according to their connotations	K	1
7.	Q-1 (7)	4	2	I	Enhance and use appropriate vocabulary and correct spelling in speech and writing: ► Analyze and understand common roots and use that knowledge to recognize the meaning of new words	U	1
8.	Q-1 (8)	4	3	1	Illustrate use and functions of all modal verbs.	K	1
9.	Q-1 (9)	4	3	I	Illustrate use of transitive and intransitive verbs.	K	1
10.	Q-1(10)	4	3	1	Illustrate the use of prepositions of position, time and movement and direction	K	1
11.	Q-1 (11)	4	3	I	Illustrate use of pronouns learnt earlier	K	1
12.	Q-1 (12)	4	3	I	Classify adjectives in to different types.	K	1
13.	Q-1 (13)	4	3	I	Demonstrate use of more collective, countable and uncountable, material and abstract nouns	K	1
14.	Q-1 (14)	4	3	3	Identify and differentiate between simple,	U	1

					compound and complex sentences.		
15.	Q-1 (15)	4	3	I	Use adjective phrases	K	1
16.	Q-2 (i)	1	1	II	Use summary skills to <i>extract salient points and develop a mind map to summarize a text.</i>	A	6
17.	Q-2 (ii)	1	1	II	Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to <i>scan to answer short questions.</i>	U	3
18.	Q-2 (iii)	1	1	II	Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to <i>scan to answer short questions.</i>	U	3
19.	Q-2 (iv)	1	1	II	Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to <i>scan to answer short questions.</i>	U	3
20.	Q-2 (v)	1	1	II	Apply critical thinking to interact with text and use intensive reading strategies while reading to comprehend/interpret text by applying critical thinking.	K	3
21.	Q-2 (vi)	1	1	II	Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to explore viewpoints/ideas and issues.	U	3
22.	Q-2 (vii)	1	1	II	Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to <i>deduce meaning of difficult words from context.</i>	U	3
23.	Q-3-(a)-I & II	2	1	II	Use paraphrasing skills to paraphrase stanzas ► Restate the message in simple prose	U	3
24.	Q-3- (b)- (I & II)-i	1	2	1	Read and recognize literary techniques such as repetition, personification and alliteration.	K	1
	Q-3- (b)- (I & II)-ii	1	2	1	Read text to make prediction about story line /content, characters using contextual clues and prior knowledge.	U	1
	Q-3- (b)- (I & II)-iii	1	2	1	Read and analyze how a writer/poet uses language to affect meaning through different connotations.	K	1
	Q-3- (b)- (I /II)-iv	1	2	1	Read text to make prediction about story line /content, characters using contextual clues and prior knowledge/read and recognize literary techniques such as repetition, personification and alliteration.	U	1
	Q-3- (b)- (I & II)-v	1	2	1	Read a poem and give orally and in writing personal response with justification	U	2
25.	Q-4 (a)	4	3	III	Use active and passive voice appropriately in speech and writing according to the required communicative function	U	5
26.	Q-4 (b)	4	3	I	Make and use present and past participles.	K	5
27.	Q-4 (c)	4	3	II	Recognize and rectify faulty punctuation in	U	3

					given passages		
28.	Q-5	2	1	III	Write informal e mails in extended social and academic environment/ Write and revise applications to people in extended environment using correct format, layout and tone.	U + A	4+4
29.	Q-6	2	1	I	Write a unified paragraph on a given topic to show <ul style="list-style-type: none"> • Clear topic sentence using specific words, vivid verbs, modifiers, etc. • Adequate supporting detail (example, illustration, definition, evidence, comparison, contrast, cause and effect, clarification, explanation) to develop the main idea. • Appropriate pronoun-antecedent relationship and transitional devices within a paragraph. • Chronological / sequential / spatial order of arranging detail. • Order of importance (most important to least important and vice versa, general to specific and vice versa). 	A	6
30.	Q-7	4	2	I	Translate passages from English to Urdu. Use the knowledge of literal and figurative meaning, grammatical gender and syntax to translate passages from English to Urdu.	U	6
		2	1	4	OR Plan, draft and revise writing to ensure that it <ul style="list-style-type: none"> • is focused, purposeful and reflects insight into the writing situation. • has an organizational pattern that reflects a clear overall progression of ideas through proper use of signal and reference words. • uses writing strategies as are appropriate to the purpose of writing. • has varied sentence structure and length. • has a good command of language with precision of expression. 		

** K= Knowledge, U= Understanding & A= Application

ENGLISH COMPULSORY SSC-I

Table of Specifications

Assessment Objectives	Competency-1 Reading and Thinking Skills	Competency-2 Writing Skill	Competency-4 Formal and Lexical Aspects of Language	Marks	Percentage
Knowledge Based	1-1(1), 1-2(1),1-3(1), 2-v(3), 3-b-(I&II)-i(1), 3-b-(I&II)-iii(1)		1-4(1), 1-6(1), 1-8(1), 1-9(1), 1-10(1), 1-11(1), 1-12(1), 1-13(1), 1-15(1), 4-b(7)	24	28.9%
Understanding Based	2-ii(3) , 2-iv(3), 2-vi(3), 2-vii(3), 2-iii(3) 3-b-(I&II)-ii(1), 3-b-(I/II)-iv(1), 3-b-v(2)	3-a-I &II(3), 5-(4)	1-5(1), 1-7(1), 1-14(1), 4-c(3), 7-(6), 4-a(5)	43	51.8%
Application Based	2-i(6)	5-(4),6-(6)		16	19.3%
Total Marks	33	17	33	83	100%

Key:

2-iv(3)

QNo.- Part No.(Allocated marks)